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ABSTRACT

This report (together with a minority view and a dissenting view) presents the Reading Excellence Act (H.R. 2614). The act is designed to improve the reading and literacy skills of children and families by improving inservice instructional practices for teachers who teach reading, to stimulate the development of more high-quality family literacy programs, to support extended learning-time opportunities for children, and to ensure that children can read well and independently not later than third grade. The report presents the amendments to the Elementary and Secondary Education Act of 1965 as required by the Reading Excellence Act, the roll call votes of the Committee on Education and the Workforce, and changes to existing laws made by the Act. (RS)

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REPORT
105–348

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READING EXCELLENCE ACT

OCTOBER 24, 1997.—Committed to the Committee of the Whole House on the State of the Union and ordered to be printed

ED 418 384

Mr. GOODLING, from the Committee on Education and the Workforce, submitted the following

REPORT

together with

MINORITY AND DISSENTING VIEWS

[To accompany H.R. 2614]

[Including cost estimate of the Congressional Budget Office]

The Committee on Education and the Workforce, to whom was referred the bill (H.R. 2614) to improve the reading and literacy skills of children and families by improving in-service instructional practices for teachers who teach reading, to stimulate the development of more high-quality family literacy programs, to support extended learning-time opportunities for children, to ensure that children can read well and independently not later than third grade, and for other purposes, having considered the same, report favorably thereon with an amendment and recommend that the bill as amended do pass.

The amendment is as follows:

Strike out all after the enacting clause and insert in lieu thereof the following:

SECTION 1. SHORT TITLE.

This Act may be cited as the "Reading Excellence Act".

TITLE I—READING GRANTS

SEC. 101. AMENDMENT TO ESEA FOR READING GRANTS.

The Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) is amended by adding at the end the following:

59-006

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"TITLE XV—READING GRANTS

"SEC. 15101. PURPOSE.

"The purposes of this title are as follows:

"(1) To teach every child to read in their early childhood years—

"(A) as soon as they are ready to read; or

"(B) as soon as possible once they enter school, but not later than 3d grade.

"(2) To improve the reading skills of students, and the in-service instructional practices for teachers who teach reading, through the use of findings from reliable, replicable research on reading, including phonics.

"(3) To expand the number of high-quality family literacy programs.

"(4) To reduce the number of children who are inappropriately referred to special education due to reading difficulties.

"SEC. 15102. DEFINITIONS.

"For purposes of this title:

"(1) ELIGIBLE PROFESSIONAL DEVELOPMENT PROVIDER.—The term 'eligible professional development provider' means a provider of professional development in reading instruction to teachers that is based on reliable, replicable research on reading.

"(2) ELIGIBLE RESEARCH INSTITUTION.—The term 'eligible research institution' means an institution of higher education at which reliable, replicable research on reading has been conducted.

"(3) FAMILY LITERACY SERVICES.—The term 'family literacy services' means services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family (such as eliminating or reducing welfare dependency) and that integrate all of the following activities:

"(A) Interactive literacy activities between parents and their children.

"(B) Equipping parents to partner with their children in learning.

"(C) Parent literacy training, including training that contributes to economic self-sufficiency.

"(D) Appropriate instruction for children of parents receiving parent literacy services.

"(4) READING.—The term 'reading' means the process of comprehending the meaning of written text by depending on—

"(A) the ability to use phonics skills, that is, knowledge of letters and sounds, to decode printed words quickly and effortlessly, both silently and aloud;

"(B) the ability to use previously learned strategies for reading comprehension; and

"(C) the ability to think critically about the meaning, message, and aesthetic value of the text.

"(5) READING READINESS.—The term 'reading readiness' means activities that—

"(A) provide experience and opportunity for language development;

"(B) create appreciation of the written word;

"(C) develop an awareness of printed language, the alphabet, and phonemic awareness; and

"(D) develop an understanding that spoken and written language is made up of phonemes, syllables, and words.

"(6) RELIABLE, REPLICABLE RESEARCH.—The term 'reliable, replicable research' means objective, valid, scientific studies that—

"(A) include rigorously defined samples of subjects that are sufficiently large and representative to support the general conclusions drawn;

"(B) rely on measurements that meet established standards of reliability and validity;

"(C) test competing theories, where multiple theories exist;

"(D) are subjected to peer review before their results are published; and

"(E) discover effective strategies for improving reading skills.

"SEC. 15103. GRANTS TO READING AND LITERACY PARTNERSHIPS.

"(a) PROGRAM AUTHORIZED.—The Secretary may make grants on a competitive basis to reading and literacy partnerships for the purpose of permitting such partnerships to make subgrants under sections 15104 and 15105.

"(b) READING AND LITERACY PARTNERSHIPS.—

"(1) COMPOSITION.—

"(A) REQUIRED PARTICIPANTS.—In order to receive a grant under this section, a State shall establish a reading and literacy partnership consisting of at least the following participants:

"(i) The Governor of the State.

"(ii) The chief State school officer.

"(iii) The chairman and the ranking member of each committee of the State legislature that is responsible for education policy.

"(iv) A representative, selected jointly by the Governor and the chief State school officer, of at least 1 local educational agency that has at least 1 school that is identified for school improvement under section 1116(c) in the geographic area served by the agency.

"(v) A representative, selected jointly by the Governor and the chief State school officer, of a community-based organization working with children to improve their reading skills, particularly a community-based organization using volunteers.

"(B) OPTIONAL PARTICIPANTS.—A reading and literacy partnership may include additional participants, who shall be selected jointly by the Governor and the chief State school officer, which may include—

"(i) State directors of appropriate Federal or State programs with a strong reading component;

"(ii) a parent of a public or private school student or a parent who educates their child or children in their home;

"(iii) a teacher who teaches reading; or

"(iv) a representative of (I) an institution of higher education operating a program of teacher preparation in the State; (II) a local educational agency; (III) an eligible research institution; (IV) a private nonprofit or for-profit eligible professional development provider providing instruction based on reliable, replicable research on reading; (V) a family literacy service provider; (VI) an adult education provider; (VII) a volunteer organization that is involved in reading programs; or (VIII) a school or a public library that offers reading or literacy programs for children or families.

"(2) AGREEMENT.—The contractual agreement that establishes a reading and literacy partnership—

"(A) shall specify—

"(i) the nature and extent of the association among the participants referred to in paragraph (1); and

"(ii) the roles and duties of each such participant; and

"(B) shall remain in effect during the entire grant period proposed in the partnership's grant application under subsection (e).

"(3) FUNCTIONS.—Each reading and literacy partnership for a State shall prepare and submit an application under subsection (e) and, if the partnership receives a grant under this section—

"(A) shall solicit applications for, and award, subgrants under sections 15104 and 15105;

"(B) shall oversee the performance of the subgrants and submit performance reports in accordance with subsection (h);

"(C) if sufficient grant funds are available under this title—

"(i) work to enhance the capacity of agencies in the State to disseminate reliable, replicable research on reading to schools, classrooms, and providers of early education and child care;

"(ii) facilitate the provision of technical assistance to subgrantees under sections 15104 and 15105 by providing them information about technical assistance providers; and

"(iii) build on, and promote coordination among, literacy programs in the State, in order to increase their effectiveness and to avoid duplication of their efforts; and

"(D) shall ensure that each local educational agency to which the partnership makes a subgrant under section 15104 makes available, upon request and in an understandable and uniform format, to any parent of a student attending any school selected under section 15104(a)(2) in the geographic area served by the agency, information regarding the qualifications of the student's classroom teacher to provide instruction in reading.

"(4) FISCAL AGENT.—The State educational agency shall act as the fiscal agent for the reading and literacy partnership for the purposes of receipt of funds from the Secretary, disbursement of funds to subgrantees under sections 15104 and 15105, and accounting for such funds.

"(c) PRE-EXISTING PARTNERSHIP.—If, before the date of the enactment of the Reading Excellence Act, a State established a consortium, partnership, or any other similar body, that includes the Governor and the chief State school officer and has, as a central part of its mission, the promotion of literacy for children in their early childhood years through the 3d grade, but that does not satisfy the requirements of subsection (b)(1), the State may elect to treat that consortium, partnership, or body as the reading and literacy partnership for the State notwithstanding such subsection, and it shall be considered a reading and literacy partnership for purposes of the other provisions of this title.

"(d) MULTI-STATE PARTNERSHIP ARRANGEMENTS.—A reading and literacy partnership that satisfies the requirements of subsection (b) may join with other such partnerships in other States to develop a single application that satisfies the requirements of subsection (e) and identifies which State educational agency, from among the States joining, shall act as the fiscal agent for the multi-State arrangement. For purposes of the other provisions of this title, any such multi-State arrangement shall be considered to be a reading and literacy partnership.

"(e) APPLICATIONS.—A reading and literacy partnership that desires to receive a grant under this section shall submit an application to the Secretary at such time, in such manner, and including such information as the Secretary may require. The application—

"(1) shall describe how the partnership will ensure that 95 percent of the grant funds are used to make subgrants under sections 15104 and 15105;

"(2) shall be integrated, to the maximum extent possible, with State plans and programs under this Act, the Individuals with Disabilities Education Act, and, to the extent appropriate, the Adult Education Act;

"(3) shall describe how the partnership will ensure that professional development funds available at the State and local levels are used effectively to improve instructional practices for reading and are based on reliable, replicable research on reading;

"(4) shall describe—

"(A) the contractual agreement that establishes the partnership, including at least the elements of the agreement referred to in subsection (b)(2);

"(B) how the partnership will assess, on a regular basis, the extent to which the activities undertaken by the partnership and the partnership's subgrantees under this title have been effective in achieving the purposes of this title;

"(C) what evaluation instruments the partnership will use to determine the success of local educational agencies to whom subgrants under sections 15104 and 15105 are made in achieving the purposes of this title;

"(D) how subgrants made by the partnership under such sections will meet the requirements of this title, including how the partnership will ensure that subgrantees will use practices based on reliable, replicable research on reading; and

"(E) how the partnership will, to the extent practicable, make grants to subgrantees in both rural and urban areas;

"(5) shall include an assurance that each local educational agency to whom the partnership makes a subgrant under section 15104—

"(A) will carry out family literacy programs based on the Even Start family literacy model authorized under part B of title I to enable parents to be their child's first and most important teacher, and will make payments for the receipt of technical assistance for the development of such programs;

"(B) will carry out programs to assist those kindergarten students who are not ready for the transition to 1st grade, particularly students experiencing difficulty with reading skills;

"(C) will use supervised individuals (including tutors), who have been appropriately trained using reliable, replicable research on reading, to provide additional support, before school, after school, on weekends, during non-instructional periods of the school day, or during the summer, for students in grades 1 through 3 who are experiencing difficulty reading; and

"(D) will carry out professional development for the classroom teacher and other appropriate teaching staff on the teaching of reading based on reliable, replicable research on reading; and

"(6) shall describe how the partnership will ensure that a portion of the grant funds that the partnership receives in each fiscal year will be used to make subgrants under section 15105.

"(f) PEER REVIEW PANEL.—

"(1) COMPOSITION OF PEER REVIEW PANEL.—

"(A) In general.—The National Institute for Literacy, in consultation with the National Research Council of the National Academy of Sciences, the National Institute of Child Health and Human Development, and the Secretary, shall convene a panel to evaluate applications under this section. At a minimum the panel shall include representatives of the National Institute for Literacy, the National Research Council of the National Academy of Sciences, the National Institute of Child Health and Human Development, and the Secretary.

"(B) Experts.—The panel shall include experts who are competent, by virtue of their training, expertise, or experience, to evaluate applications under this section, and experts who provide professional development to teachers of reading to children and adults, based on reliable, replicable research on reading.

"(C) Limitation.—Not more than ⅓ of the panel may be composed of individuals who are employees of the Federal Government.

"(2) Payment of fees and expenses of certain members.—The Secretary shall use funds reserved under section 15109(b)(2) to pay the expenses and fees of panel members who are not employees of the Federal Government.

"(3) Duties of panel.—

"(A) Model application forms.—The peer review panel shall develop a model application form for reading and literacy partnerships desiring to apply for a grant under this section. The peer review panel shall submit the model application form to the Secretary for final approval.

"(B) Selection of applications.—

"(i) Recommendations of panel.—

"(I) In general.—The Secretary shall receive grant applications from reading and literacy partnerships under this section and shall provide the applications to the peer review panel for evaluation. With respect to each application, the peer review panel shall initially recommend the application for funding or for disapproval.

"(II) Priority.—In recommending applications to the Secretary, the panel shall give priority to applications from States that have modified, are modifying, or provide an assurance that not later than 1 year after receiving a grant under this section the State will modify, State teacher certification in the area of reading to reflect reliable, replicable research, except that nothing in this Act shall be construed to establish a national system of teacher certification.

"(III) Ranking of applications.—With respect to each application recommended for funding, the panel shall assign the application a rank, relative to other recommended applications, based on the priority described in subclause (II), the extent to which the application furthers the purposes of this part, and the overall quality of the application.

"(IV) Recommendation of amount.—With respect to each application recommended for funding, the panel shall make a recommendation to the Secretary with respect to the amount of the grant that should be made.

"(ii) Secretarial selection.—

"(I) In general.—Subject to clause (iii), the Secretary shall determine, based on the peer review panel's recommendations, which applications from reading and literacy partnerships shall receive funding and the amounts of such grants. In determining grant amounts, the Secretary shall take into account the total amount of funds available for all grants under this section and the types of activities proposed to be carried out by the partnership.

"(II) Effect of ranking by panel.—In making grants under this section, the Secretary shall select applications according to the ranking of the applications by the peer review panel, except in cases where the Secretary determines, for good cause, that a variation from that order is appropriate.

"(iii) Minimum grant amounts.—Each reading and literacy partnership selected to receive a grant under this section shall receive an amount for each fiscal year that is not less than $100,000.

"(g) Limitation on Administrative Expenses.—A reading and literacy partnership that receives a grant under this section may use not more than 3 percent of the grant funds for administrative costs.

"(h) Reporting.—

"(1) IN GENERAL.—A reading and literacy partnership that receives a grant under this section shall submit performance reports to the Secretary pursuant to a schedule to be determined by the Secretary, but not more frequently than annually. Such reports shall include—

"(A) the results of use of the evaluation instruments referred to in subsection (e)(4)(C);

"(B) the process used to select subgrantees;

"(C) a description of the subgrantees receiving funds under this title; and

"(D) with respect to subgrants under section 15104, the model or models of reading instruction, based on reliable, replicable research on reading, selected by subgrantees.

"(2) PROVISION TO PEER REVIEW PANEL.—The Secretary shall provide the reports submitted under paragraph (1) to the peer review panel convened under subsection (f). The panel shall use such reports in recommending applications for funding under this section.

"SEC. 15104. LOCAL READING IMPROVEMENT SUBGRANTS.

"(a) IN GENERAL.—

"(1) SUBGRANTS.—A reading and literacy partnership that receives a grant under section 15103 shall make subgrants, on a competitive basis, to local educational agencies that have at least 1 school that is identified for school improvement under section 1116(c) in the geographic area served by the agency.

"(2) ROLE OF LOCAL EDUCATIONAL AGENCIES.—A local educational agency that receives a subgrant under this section shall use the subgrant in a manner consistent with this section to advance reform of reading instruction in any school selected by the agency that—

"(A) is identified for school improvement under section 1116(c) at the time the agency receives the subgrant; and

"(B) has a contractual association with 1 or more community-based organizations that have established a record of effectiveness with respect to reading readiness, reading instruction for children in kindergarten through 3d grade, and early childhood literacy.

"(b) GRANT PERIOD.—A subgrant under this section shall be for a period of 3 years and may not be revoked or terminated on the ground that a school ceases, during the grant period, to be identified for school improvement under section 1116(c).

"(c) APPLICATIONS.—A local educational agency that desires to receive a subgrant under this section shall submit an application to the reading and literacy partnership at such time, in such manner, and including such information as the partnership may require. The application—

"(1) shall select 1 or more models of reading instruction, developed using reliable, replicable research on reading, as a model for implementing and improving reading instruction by all teachers and for all children in each of the schools selected by the agency under subsection (a)(2) and, where appropriate, their parents;

"(2) shall describe each such model;

"(3) shall demonstrate that a person responsible for the development of each such model, or a person with experience or expertise about such model and its implementation, has agreed to work with the applicant in connection with such implementation and improvement efforts;

"(4) shall describe—

"(A) how the applicant will ensure that funds available under this title, and funds available for reading for grades kindergarten through grade 6 from other appropriate sources, are effectively coordinated and, where appropriate, integrated, with funds under this Act in order to improve existing activities in the areas of reading instruction, professional development, program improvement, parental involvement, technical assistance, and other activities that can help meet the purposes of this title; and

"(B) the amount of funds available for reading for grades kindergarten through grade 6 from appropriate sources other than this title, including title I of this Act (except that such description shall not be required to include funds made available under part B of title I of this Act unless the applicant has established a contractual association in accordance with subsection (d)(2) with an eligible entity under such part B), the Individuals with Disabilities Education Act, and any other law providing Federal financial assistance for professional development for teachers of such grades who teach reading, which will be used to help achieve the purposes of this title;

"(5) shall describe the amount and nature of funds from any other public or private sources, including funds received under this Act and the Individuals with Disabilities Education Act, that will be combined with funds received under the subgrant;

"(6) shall include an assurance that the applicant—

"(A) will carry out family literacy programs based on the Even Start family literacy model authorized under part B of title I to enable parents to be their child's first and most important teacher, will make payments for the receipt of technical assistance for the development of such programs;

"(B) will carry out programs to assist those kindergarten students who are not ready for the transition to 1st grade, particularly students experiencing difficulty with reading skills;

"(C) will use supervised individuals (including tutors), who have been appropriately trained using reliable, replicable research on reading, to provide additional support, before school, after school, on weekends, during non-instructional periods of the school day, or during the summer, for students in grades 1 through 3 who are experiencing difficulty reading; and

"(D) will carry out professional development for the classroom teacher and other teaching staff on the teaching of reading based on reliable, replicable research on reading;

"(7) shall describe how the local educational agency provides instruction in reading to children who have not been determined to be a child with a disability (as defined in section 602 of the Individuals with Disabilities Education Act), pursuant to section 614(b)(5) of such Act, because of a lack of instruction in reading; and

"(8) shall indicate the amount of the subgrant funds (if any) that the applicant will use to carry out the duties described in section 15105(b)(2).

"(d) Priority.—In approving applications under this section, a reading and literacy partnership shall give priority to applications submitted by applicants who demonstrate that they have established—

"(1) a contractual association with 1 or more Head Start programs under the Head Start Act under which—

"(A) the Head Start programs agree to select the same model or models of reading instruction, as a model for implementing and improving the reading readiness of children participating in the program, as was selected by the applicant; and

"(B) the applicant agrees—

"(i) to share with the Head Start programs an appropriate amount of their information resources with respect to the model, such as curricula materials; and

"(ii) to train personnel from the Head Start programs;

"(2) a contractual association with 1 or more State- or federally-funded preschool programs, or family literacy programs, under which—

"(A) the programs agree to select the same model or models of reading instruction, as a model for implementing and improving reading instruction in the program's programs, as was selected by the applicant; and

"(B) the applicant agrees to train personnel from the programs who work with children and parents in schools receiving funds under the subgrant; or

(3) a contractual association with 1 or more public libraries providing reading or literacy services to preschool children, or preschool children and their families, under which—

"(A) the libraries agree to select the same model or models of reading instruction, as a model for implementing and improving reading instruction in the library's reading or literacy programs, as was selected by the applicant; and

"(B) the applicant agrees to train personnel, including volunteers, from such programs who work with preschool children, or preschool children and their families, in schools receiving funds under the subgrant.

"(e) Use of Funds.—

"(1) In general.—Subject to paragraph (2), an applicant who receives a subgrant under this section may use the subgrant funds to carry out activities that are authorized by this title and described in the subgrant application, including the following:

"(A) Making reasonable payments for technical and other assistance to a person responsible for the development of a model of reading instruction, or a person with experience or expertise about such model and its implementation, who has agreed to work with the recipient in connection with the implementation of the model.

"(B) Carrying out a contractual agreement described in subsection (d).

"(C) Professional development (including training of volunteers), purchase of curricular and other supporting materials, and technical assistance.

"(D) Providing, on a voluntary basis, training to parents of children enrolled in a school selected under subsection (a)(2) on how to help their children with school work, particularly in the development of reading skills. Such training may be provided directly by the subgrant recipient, or through a grant or contract with another person. Such training shall be consistent with reading reforms taking place in the school setting.

"(E) Carrying out family literacy programs based on the Even Start family literacy model authorized under part B of title I to enable parents to be their child's first and most important teacher, and making payments for the receipt of technical assistance for the development of such programs.

"(F) Providing instruction for parents of children enrolled in a school selected under subsection (a)(2), and others who volunteer to be reading tutors for such children, in the instructional practices based on reliable, replicable research on reading used by the applicant.

"(G) Programs to assist those kindergarten students enrolled in a school selected under subsection (a)(2) who are not ready for the transition to 1st grade, particularly students experiencing difficulty with reading skills.

"(H) Providing additional support for students, enrolled in a school selected under subsection (a)(2), in grades 1 through 3, who are experiencing difficulty reading, before school, after school, on weekends, during non-instructional periods of the school day, or during the summer using supervised individuals (including tutors), who have been appropriately trained using reliable, replicable research on reading.

"(I) Carrying out the duties described in section 15105(b)(2) for children enrolled in a school selected under subsection (a)(2).

"(J) Providing reading assistance to children who have not been determined to be a child with a disability (as defined in section 602 of the Individuals with Disabilities Education Act), pursuant to section 614(b)(5) of such Act, because of a lack of instruction in reading.

"(2) LIMITATION ON ADMINISTRATIVE EXPENSES.—A recipient of a subgrant under this section may use not more than 3 percent of the subgrant funds for administrative costs.

"(f) TRAINING NON-RECIPIENTS.—A recipient of a subgrant under this section may train, on a fee-for-service basis, personnel are from schools, or local educational agencies, that are not receiving such a subgrant in the instructional practices based on reliable, replicable research on reading used by the recipient. Such a non-recipient school may use funds received under title I of this Act, and other appropriate Federal funds used for reading instruction, to pay for such training, to the extent consistent with the law under which such funds were received.

"SEC. 15106. TUTORIAL ASSISTANCE SUBGRANTS.

"(a) IN GENERAL.—

"(1) SUBGRANTS.—A reading and literacy partnership that receives a grant under section 15103 shall make subgrants on a competitive basis to—

"(A) local educational agencies that have at least 1 school in the geographic area served by the agency that—

"(i) is located in an area designated as an empowerment zone under part I of subchapter U of chapter 1 of the Internal Revenue Code of 1986; or

"(ii) is located in an area designated as an enterprise community under part I of subchapter U of chapter 1 of the Internal Revenue Code of 1986; or

"(B) in the case of local educational agencies that do not have any such empowerment zone or enterprise community in the State in which the agency is located, local educational agencies that have at least 1 school that is identified for school improvement under section 1116(c) in the geographic area served by the agency.

"(2) APPLICATIONS.—A local educational agency that desires to receive a subgrant under this section shall submit an application to the reading and literacy partnership at such time, in such manner, and including such information as the partnership may require. The application shall include an assurance that the agency will use the subgrant funds to carry out the duties described in subsection (b) for children enrolled in 1 or more schools selected by the agency and described in paragraph (1).

"(b) USE OF FUNDS.—

"(1) IN GENERAL.—A local educational agency that receives a subgrant under this section shall carry out, using the funds provided under the subgrant, each of the duties described in paragraph (2).

"(2) DUTIES.—The duties described in this paragraph are the provision of tutorial assistance in reading to children who have difficulty reading, using instructional practices based on the principles of reliable, replicable research, through the following:

"(A) The promulgation, maintenance, and approval of a list of tutorial assistance providers who—

"(i) have established a record of effectiveness with respect to reading readiness, reading instruction for children in kindergarten through 3d grade, and early childhood literacy;

"(ii) are located in a geographic area convenient to the school; and

"(iii) are capable of providing tutoring in reading to children who have difficulty reading, using instructional practices based on the principles of reliable, replicable research and consistent with the instructional methods used by the school the child attends.

"(B) The development of procedures for the receipt of applications for tutorial assistance, from parents who are seeking such assistance for their child or children, that select a tutorial assistance provider from the list referred to in subparagraph (A) with whom the child or children are enrolled, or will enroll, for tutoring in reading.

"(C) The development of a selection process for funding applications under subparagraph (B) that limits the provision of assistance to children who have difficulty reading, including difficulty mastering essential phonic, decoding, or vocabulary skills.

"(D) The development of procedures for funding applications under subparagraph (B), to be used in cases where insufficient funds are available to provide assistance with respect to all complete applications received from eligible parents of children described in subparagraph (C), that—

"(i) gives priority to children who are determined, through State or local reading assessments, to be most in need of tutorial assistance; and

"(ii) gives priority, in cases where children are determined, through State or local reading assessments, to be equally in need of tutorial assistance, based on a random selection principle.

"(E) The development of a methodology by which payments are made directly to tutorial assistance providers identified in applications under subparagraph (B) that are selected for funding, and the making of such payments.

"SEC. 15106. PROGRAM EVALUATION.

"(a) IN GENERAL.—From funds reserved under section 15109(b)(1), the Secretary shall conduct a national assessment of the programs under this title. In developing the criteria for the assessment, the Secretary shall receive recommendations from the peer review panel convened under section 15103(f).

"(b) SUBMISSION TO PEER REVIEW PANEL.—The Secretary shall submit the findings from the assessment under subsection (a) to the peer review panel convened under section 15103(f).

"SEC. 15107. INFORMATION DISSEMINATION.

"(a) IN GENERAL.—From funds reserved under section 15109(b)(2), the National Institute for Literacy shall disseminate information on reliable, replicable research on reading and information on subgrantee projects under section 15104 or 15105 that have proven effective. At a minimum, the institute shall disseminate such information to all recipients of Federal financial assistance under titles I and VII of this Act, the Head Start Act, the Individuals with Disabilities Education Act, and the Adult Education Act.

"(b) COORDINATION.—In carrying out this section, the National Institute for Literacy—

"(1) shall use, to the extent practicable, information networks developed and maintained through other public and private persons, including the Secretary, the National Center for Family Literacy, and the Readline Program;

"(2) shall work in conjunction with any panel convened by the National Institute of Child Health and Human Development and the Secretary and any panel convened by the Office of Educational Research and Improvement to assess the current status of research-based knowledge on reading development, including the effectiveness of various approaches to teaching children to read, with respect to determining the criteria by which the National Institute for Literacy

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judges reliable, replicable research and the design of strategies to disseminate such information; and

"(3) shall assist any reading and literacy partnership selected to receive a grant under section 15103, and that requests such assistance—

"(A) in determining whether applications for subgrants submitted to the partnership meet the requirements of this title relating to reliable, replicable research on reading; and

"(B) in the development of subgrant application forms.

"SEC. 15108. STATE EVALUATIONS.

"(a) IN GENERAL.—Each reading and literacy partnership that receives a grant under this title shall reserve not more than 2 percent of such grant funds for the purpose of evaluating the success of the partnership's subgrantees in meeting the purposes of this title. At a minimum, the evaluation shall measure the extent to which students who are the intended beneficiaries of the subgrants made by the partnership have improved their reading.

"(b) CONTRACT.—A reading and literacy partnership shall carry out the evaluation under this section by entering into a contract with an eligible research institution under which the institution will perform the evaluation.

"(c) SUBMISSION.—A reading and literacy partnership shall submit the findings from the evaluation under this section to the Secretary and the peer review panel convened under section 15103(f). The Secretary and the peer review panel shall submit a summary of the findings from the evaluations under this subsection to the appropriate committees of the Congress, including the Education and the Workforce Committee of the House of Representatives.

"SEC. 15109. AUTHORIZATION OF APPROPRIATIONS; RESERVATIONS FROM APPROPRIATIONS; SUNSET.

"(a) AUTHORIZATION.—There are authorized to be appropriated to carry out this title $260,000,000 for fiscal years 1998, 1999, and 2000.

"(b) RESERVATIONS.—From amount appropriated under subsection (a), the Secretary—

"(1) shall reserve 1.5 percent of the amount appropriated under subsection (a) for each fiscal year to carry out section 15106(a);

"(2) shall reserve $5,075,000 to carry out sections 15103(f)(2) and 15107, of which $5,000,000 shall be reserved for section 15107; and

"(3) shall reserve $10,000,000 to carry out section 1202(c).

"(c) SUNSET.—Notwithstanding section 422(a) of the General Education Provisions Act, this title is repealed, effective September 30, 2000, and is not subject to extension under such section.".

TITLE II—AMENDMENTS TO EVEN START FAMILY LITERACY PROGRAMS

SEC. 201. RESERVATION FOR GRANTS.

Section 1202(c) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6362(c)) is amended to read as follows:

"(c) RESERVATION FOR GRANTS.—

"(1) GRANTS AUTHORIZED.—From funds reserved under section 15109(b)(3), the Secretary shall award grants, on a competitive basis, to States to enable such States to plan and implement, statewide family literacy initiatives to coordinate and integrate existing Federal, State, and local literacy resources consistent with the purposes of this part. Such coordination and integration shall include funds available under the Adult Education Act, Head Start, this part, part A of this title, and part A of title IV of the Social Security Act.

"(2) CONSORTIA.—

"(A) ESTABLISHMENT.—To receive a grant under this subsection, a State shall establish a consortium of State-level programs under the following laws:

"(i) This title.

"(ii) The Head Start Act.

"(iii) The Adult Education Act.

"(iv) All other State-funded preschool programs and programs providing literacy services to adults.

"(B) PLAN.—To receive a grant under this subsection, the consortium established by a State shall create a plan to use a portion of the State's resources, derived from the programs referred to in subparagraph (A), to strengthen and expand family literacy services in such State.

"(C) COORDINATION WITH TITLE XV.—The consortium shall coordinate its activities with the activities of the reading and literacy partnership for the State established under section 15103, if the State receives a grant under such section.

"(3) READING INSTRUCTION.—Statewide family literacy initiatives implemented under this subsection shall base reading instruction on reliable, replicable research on reading (as such terms are defined in section 15102).

"(4) TECHNICAL ASSISTANCE.—The Secretary shall provide, directly or through a grant or contract with an organization with experience in the development and operation of successful family literacy services, technical assistance to States receiving a grant under this subsection.

"(5) MATCHING REQUIREMENT.—The Secretary shall not make a grant to a State under this subsection unless the State agrees that, with respect to the costs to be incurred by the eligible consortium in carrying out the activities for which the grant was awarded, the State will make available non-Federal contributions in an amount equal to not less than the Federal funds provided under the grant.".

SEC. 202. DEFINITIONS.

Section 1202(e) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6362(e)) is amended—

(1) by redesignating paragraphs (3) and (4) as paragraphs (4) and (5), respectively; and

(2) by inserting after paragraph (2) the following:

"(3) the term 'family literacy services' means services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family (such as eliminating or reducing welfare dependency) and that integrate all of the following activities:

"(A) Interactive literacy activities between parents and their children.

"(B) Equipping parents to partner with their children in learning.

"(C) Parent literacy training, including training that contributes to economic self-sufficiency.

"(D) Appropriate instruction for children of parents receiving parent literacy services.".

SEC. 203. EVALUATION.

Section 1209 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6369) is amended—

(1) in paragraph (1), by striking "and" at the end;

(2) in paragraph (2), by striking the period at the end and inserting "; and"; and

(3) by adding at the end the following:

"(3) to provide States and eligible entities receiving a subgrant under this part, directly or through a grant or contract with an organization with experience in the development and operation of successful family literacy services, technical assistance to ensure local evaluations undertaken under section 1205(10) provide accurate information on the effectiveness of programs assisted under this part.".

SEC. 204. INDICATORS OF PROGRAM QUALITY.

(a) IN GENERAL.—The Elementary and Secondary Education Act of 1965 is amended—

(1) by redesignating section 1210 as section 1212; and

(2) by inserting after section 1209 the following:

"SEC. 1210. INDICATORS OF PROGRAM QUALITY.

"Each State receiving funds under this part shall develop, based on the best available research and evaluation data, indicators of program quality for programs assisted under this part. Such indicators shall be used to monitor, evaluate, and improve such programs within the State. Such indicators shall include the following:

"(1) With respect to eligible participants in a program who are adults—

"(A) achievement in the areas of reading, writing, English language acquisition, problem solving, and numeracy;

"(B) receipt of a high school diploma or a general equivalency diploma;

"(C) entry into a postsecondary school, job retraining program, or employment or career advancement, including the military; and

"(D) such other indicators as the State may develop.

"(2) With respect to eligible participants in a program who are children—

"(A) improvement in ability to read on grade level or reading readiness;

"(B) school attendance;

"(C) grade retention and promotion; and

"(D) such other indicators as the State may develop.".

(b) STATE LEVEL ACTIVITIES.—Section 1203(a) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6363(a)) is amended—

(1) in paragraph (1), by striking "and" at the end;

(2) in paragraph (2), by striking the period at the end and inserting "; and"; and

(3) by adding at the end the following:

"(3) carrying out section 1210.".

(c) AWARD OF SUBGRANTS.—Paragraphs (3) and (4) of section 1208(b) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6368) are amended to read as follows:

"(3) CONTINUING ELIGIBILITY.—In awarding subgrant funds to continue a program under this part for the second, third, or fourth year, the State educational agency shall evaluate the program based on the indicators of program quality developed by the State under section 1210. Such evaluation shall take place after the conclusion of the startup period, if any.

"(4) INSUFFICIENT PROGRESS.—The State educational agency may refuse to award subgrant funds if such agency finds that the eligible entity has not sufficiently improved the performance of the program, as evaluated based on the indicators of program quality developed by the State under section 1210, after—

"(A) providing technical assistance to the eligible entity; and

"(B) affording the eligible entity notice and an opportunity for a hearing.".

SEC. 205. RESEARCH.

The Elementary and Secondary Education Act of 1965, as amended by section 204 of this Act, is further amended by inserting after section 1210 the following:

"SEC. 1211. RESEARCH.

"(a) IN GENERAL.—The Secretary shall carry out, through grant or contract, research into the components of successful family literacy services, to use—

"(1) to improve the quality of existing programs assisted under this part or other family literacy programs carried out under this Act or the Adult Education Act; and

"(2) to develop models for new programs to be carried out under this Act or the Adult Education Act.

"(b) DISSEMINATION.—The National Institute for Literacy shall disseminate, pursuant to section 15107, the results of the research described in subsection (a) to States and recipients of subgrants under this part.".

TITLE III—FUNDS FOR FEDERAL WORK-STUDY PROGRAMS

SEC. 301. USE OF WORK-STUDY FUNDS FOR TUTORING AND LITERACY.

Section 443 of the Higher Education Act of 1965 (42 U.S.C. 2753) is amended—

(1) in subsection (b)(2)—

(A) by striking "and" at the end of subparagraph (A)

(B) by redesignating subparagraph (B) as subparagraph (C); and

(C) by inserting after subparagraph (A) the following new subparagraph:

"(B) in academic year 1998 and succeeding academic years, an institution shall use at least 2 percent of the total amount of funds granted to such institution under this section for such academic year in accordance with subsection (d); and"; and

(2) by adding at the end the following new subsection:

"(d) TUTORING AND LITERACY ACTIVITIES.—

"(1) USE OF FUNDS.—In any academic year to which subsection (b)(2)(B) applies, an institution shall use the amount required to be used in accordance with this subsection to compensate (including compensation for time spent in directly related training and travel) students—

"(A) employed as a reading tutor for children who are in preschool through elementary school; or

"(B) employed in family literacy projects.

"(2) PRIORITY FOR SCHOOLS.—An institution shall—

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"(A) give priority, in using such funds, to the employment of students in the provision of tutoring services in schools that—

"(i) are identified for school improvement under section 1116(c) of the Elementary and Secondary Education Act of 1965; or

"(ii) are selected by a local educational agency under section 15104(a)(2) of such Act; and

"(B) ensure that any student compensated with such funds who is employed in a school selected under section 15104(a)(2) of the Elementary and Secondary Education Act of 1965 is trained in the instructional practices based on reliable, replicable research on reading used by the school pursuant to such section 15104.

"(3) Federal share.—The Federal share of the compensation of work study students compensated under this subsection may exceed 75 percent.

"(4) Waiver.—The Secretary may waive the requirements of this subsection if the Secretary determines that enforcing such requirements would cause a hardship for students at the institution.".

TITLE IV—REPEALS

SEC. 401. REPEAL OF CERTAIN UNFUNDED EDUCATION PROGRAMS.

(a) Adult Education Act.—The following provisions are repealed:

(1) Business, industry, labor, and education partnerships for workplace literacy.—Section 371 of the Adult Education Act (20 U.S.C. 1211).

(2) English literacy grants.—Section 372 of the Adult Education Act (20 U.S.C. 1211a).

(3) Education programs for commercial drivers.—Section 373 of the Adult Education Act (20 U.S.C. 1211b).

(4) Adult literacy volunteer training.—Section 382 of the Adult Education Act (20 U.S.C. 1213a).

(b) Carl D. Perkins Vocational and Applied Technology Education Act.—The following provisions are repealed:

(1) Business-labor-education partnership for training.—Part D of title III of the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2391 et seq.).

(2) Supplementary state grants for facilities and equipment and other program improvement activities.—Part F of title III of the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2395 et seq.).

(3) Community education employment centers and vocational education lighthouse schools.—Part G of title III of the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2396 et seq.).

(4) Demonstration programs.—Part B of title IV of the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2411 et seq.).

(5) Certain bilingual programs.—Subsections (b) and (c) of section 441 of the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2441).

(c) Community School Partnerships.—The Community School Partnership Act (contained in part B of title V of the Improving America's Schools Act of 1994 (20 U.S.C. 1070 note) is repealed.

(d) Educational Research, Development, Dissemination, and Improvement Act of 1994.—Section 941(j) of the Educational Research, Development, Dissemination, and Improvement Act of 1994 (20 U.S.C. 6041(j)) is repealed.

(e) Elementary and Secondary Education Act of 1965.—The following provisions are repealed:

(1) Innovative elementary school transition projects.—Section 1503 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6493).

(2) School dropout assistance.—Part C of title V of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7261 et seq.).

(3) Impact aid program.—Section 8006 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7706) is repealed.

(4) Special programs and projects to improve educational opportunities for indian children.—Subpart 2 of part A of title IX of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7831 et seq.).

(5) Special programs relating to adult education for indians.—Subpart 3 of part A of title IX of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7851 et seq.).

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(6) FEDERAL ADMINISTRATION.—Subpart 5 of part A of title IX of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7871 et seq.).

(7) AUTHORIZATION OF APPROPRIATIONS.—Subsections (b) and (c) of section 9162 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7882).

(8) DE LUGO TERRITORIAL EDUCATION IMPROVEMENT PROGRAM.—Part H of title X of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8221 et seq.).

(9) EXTENDED TIME FOR LEARNING AND LONGER SCHOOL YEAR.—Part L of title X of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8351).

(10) TERRITORIAL ASSISTANCE.—Part M of title X of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8371).

(f) FAMILY AND COMMUNITY ENDEAVOR SCHOOLS.—The Family and Community Endeavor Schools Act (42 U.S.C. 13792) is repealed.

(g) GOALS 2000: Educate America Act.—Section 601(b) of the Goals 2000: Educate America Act (20 U.S.C. 5951(b)) is repealed.

(h) HIGHER EDUCATION ACT OF 1965.—The following provisions are repealed:

(1) STATE AND LOCAL PROGRAMS FOR TEACHER EXCELLENCE.—Part A of title V of the Higher Education Act of 1965 (20 U.S.C. 1102 et seq.).

(2) NATIONAL TEACHER ACADEMIES.—Part B of title V of the Higher Education Act of 1965 (20 U.S.C. 1103 et seq.).

(3) CLASS SIZE DEMONSTRATION GRANT.—Subpart 3 of part D of title V of the Higher Education Act of 1965 (20 U.S.C. 1109 et seq.).

(4) MIDDLE SCHOOL TEACHING DEMONSTRATION PROGRAMS.—Subpart 4 of part D of title V of the Higher Education Act of 1965 (20 U.S.C. 1110 et seq.).

(5) SMALL STATE TEACHING INITIATIVE.—Subpart 3 of part F of title V of the Higher Education Act of 1965 (20 U.S.C. 1115).

(6) EARLY CHILDHOOD EDUCATION TRAINING.—Subpart 5 of part F of title V of the Higher Education Act of 1965 (20 U.S.C. 1117 et seq.).

(7) GRANTS TO STATES FOR WORKPLACE AND COMMUNITY TRANSITION TRAINING FOR INCARCERATED YOUTH OFFENDERS.—Part E of title X of the Higher Education Act of 1965 (20 U.S.C. 1135g).

(i) HIGHER EDUCATION AMENDMENTS OF 1992.—Part E of title XV of the Higher Education Amendments of 1992 (20 U.S.C. 1070 note) is repealed.

(j) REHABILITATION ACT OF 1973.—The following provisions are repealed:

(1) CAREER ADVANCEMENT TRAINING CONSORTIA.—Subsection (e) of section 302 of such Act (29 U.S.C. 771a(e)).

(2) VOCATIONAL REHABILITATION SERVICES FOR INDIVIDUALS WITH DISABILITIES.—Section 303 of such Act (29 U.S.C. 772).

(3) LOAN GUARANTEES FOR COMMUNITY REHABILITATION PROGRAMS.—Section 304 of such Act (29 U.S.C. 773).

(4) COMPREHENSIVE REHABILITATION CENTERS.—Section 305 of such Act (29 U.S.C. 775).

(5) SPECIAL DEMONSTRATION PROGRAMS.—Subsections (b) and (e) of section 311 of such Act (29 U.S.C. 777a(b) and (e)).

(6) READER SERVICES FOR INDIVIDUALS WHO ARE BLIND.—Section 314 of such Act (29 U.S.C. 777d).

(7) INTERPRETER SERVICES FOR INDIVIDUALS WHO ARE DEAF.—Section 315 of such Act (29 U.S.C. 777e).

(8) COMMUNITY SERVICE EMPLOYMENT PILOT PROGRAMS FOR INDIVIDUALS WITH DISABILITIES.—Section 611 of such Act (29 U.S.C. 795).

(9) BUSINESS OPPORTUNITIES FOR INDIVIDUALS WITH DISABILITIES.—Part D of title VI of the Rehabilitation Act of 1973 (29 U.S.C. 795r).

(10) CERTAIN DEMONSTRATION ACTIVITIES.—

(A) TRANSPORTATION SERVICES GRANTS.—Subsection (a) of section 802 of such Act (29 U.S.C. 797a(a)).

(B) PROJECTS TO ACHIEVE HIGH QUALITY PLACEMENTS.—Subsection (b) of section 802 of such Act (29 U.S.C. 797a(b)).

(C) EARLY INTERVENTION DEMONSTRATION PROJECTS.—Subsection (c) of section 802 of such Act (29 U.S.C. 797a(c)).

(D) TRANSITION DEMONSTRATION PROJECTS.—Subsection (d) of section 802 of such Act (29 U.S.C. 797a(d)).

(E) BARRIERS TO SUCCESSFUL REHABILITATION OUTCOMES FOR MINORITIES.—Subsection (e) of section 802 of such Act (29 U.S.C. 797a(e)).

(F) STUDIES, SPECIAL PROJECTS, AND DEMONSTRATION PROJECTS TO STUDY MANAGEMENT AND SERVICE DELIVERY.—Subsection (f) of section 802 of such Act (29 U.S.C. 797a(f)).

(G) NATIONAL COMMISSION ON REHABILITATION SERVICES.—Subsection (h) of section 802 of such Act (29 U.S.C. 797a(h)).

(H) MODEL PERSONAL ASSISTANCE SERVICES SYSTEMS.—Subsection (i) of section 802 of such Act (29 U.S.C. 797a(i)).

(I) DEMONSTRATION PROJECTS TO UPGRADE WORKER SKILLS.—Subsection (j) of section 802 of such Act (29 U.S.C. 797a(j)).

(J) MODEL SYSTEMS REGARDING SEVERE DISABILITIES.—Subsection (k) of section 802 of such Act (29 U.S.C. 797a(k)).

(11) CERTAIN TRAINING ACTIVITIES.—

(A) DISTANCE LEARNING THROUGH TELECOMMUNICATIONS.—Subsection (a) of section 803 of such Act (29 U.S.C. 797b(a)).

(B) TRAINING REGARDING IMPARTIAL HEARING OFFICERS.—Subsection (d) of section 803 of such Act (29 U.S.C. 797b(d)).

(C) RECRUITMENT AND RETENTION OF URBAN PERSONNEL.—Subsection (e) of section 803 of such Act (29 U.S.C. 797b(e)).

(k) STEWART B. MCKINNEY HOMELESS ASSISTANCE ACT.—Subtitle A of title VII of the Stewart B. McKinney Homeless Assistance Act (42 U.S.C. 11421 et seq.) is repealed.

(l) TECHNOLOGY-RELATED ASSISTANCE FOR INDIVIDUALS WITH DISABILITIES ACT OF 1988.—Subtitle B of title II of the Technology-Related Assistance for Individuals With Disabilities Act of 1988 (29 U.S.C. 2241 et seq.) is repealed.

(m) NATIONAL LITERACY ACT OF 1991.—Section 304 of the National Literacy Act of 1991 (20 U.S.C. 1213c note) is repealed.

PURPOSE

It is the purpose of the Reading Excellence Act to teach every child to read as soon as they are ready to read or as soon as possible once they enter school, but no later than third grade. This will be accomplished by improving the in-service instruction practices for teachers who teach reading through the use of findings from reliable, replicable research on reading, including phonics; the expansion of high-quality family literacy programs which insure that parents have the literacy skills necessary to help their children learn to read and that their children come to school ready to learn to read; and through other activities which improve the reading skills of students, such as increasing community involvement in teaching children to read. It is also the purpose of this Act to increase parental involvement through tutorial assistance grants which allow parents to choose reading tutors for their children from a list of providers developed by the local educational agency. In addition, this Act will work to reduce the number of students inappropriately referred to special education based on reading difficulties. Finally, this Act will provide additional College Work Study Students to work with children and families to help improve their reading skills.

COMMITTEE ACTION

The Full Committee on Education and the Workforce held three hearings on literacy: July 10, July 31, and September 3, 1997.

The July 10, 1997, hearing in Washington, DC, explored current research on how children learn to read. The Committee received testimony from Dr. Richard Venezky, Unidel Professor of Educational Studies, Linguistics and Computer Science, University of Delaware, Newark, Delaware; Dr. Reid Lyon, Acting Chief, Child Development and Behavior Branch, National Institute for Child Health and Human Development, National Institutes of Health, Rockville, Maryland; Dr. Catherine Snow, Henry Lee Shattuck Professor of Education, Harvard Graduate School of Education, Cambridge, Massachusetts; Dr. Bob Slavin, Co-Director of CRESPAR, Center for the Social Organization of Schools, Johns Hopkins University, Baltimore, Maryland; and Dr. Vivian Gadsden, Director, National Center on Fathers and Families, University of Pennsylvania Graduate School of Education, Philadelphia, Pennsylvania. Testimony also was received from Ms. Janet Nicholas, Member, California Board of Education, Sonoma, California; Ms. Barbara Ruggles, Teacher, Frankfort, Illinois; and Ms. Margaret Doughty, Executive Director, Houston Read Commission, Houston, Texas.

The July 31, 1997, hearing in Washington, DC, reviewed the role of current federal literacy programs in helping children learn to read. The Committee received testimony from Dr. Maris Vinovskis, Professor of History, Research Scientist, Center for Political Studies, Institute for Social Research, University of Michigan, Ann Arbor, Michigan; Dr. Herbert Walberg, Research Professor of Education and Psychology, University of Illinois, Chicago, Illinois; Dr. Joseph Johnson, Director, Collaborative for School Improvement, Charles A. Dana Center, University of Texas, Austin, Texas; Dr. Cheryl Wilhoyte, Superintendent of Schools, Madison, Wisconsin, representing the American Association of School Administrators, Arlington, Virginia; and Dr. Andrew Hayes, Associate Professor of Education, University of North Carolina, Wilmington, North Carolina.

The September 3, 1997, hearing in Washington, DC, focused on the need for strong professional development for teachers of reading based on reliable, replicable research on reading. The Committee received testimony from Mrs. Ann Mintz, Language Arts Instructional Facilitator, Howard County Elementary Schools, Howard County, Maryland; Ms. Debra Wakefield, Teacher, Del Norte County Schools, Crescent City, California; Ms. Kimberly Wilson, Graduate Student, American University, Washington DC; Dr. Laura Fredrick, Department of Educational Psychology and Special Education, Georgia State University, Atlanta, Georgia; Mrs. Beth Check, Supervisor, Reading Language Arts, Newport News School District, Newport News, Virginia; and Dr. Louisa Moats, Project Director, NICHD DC Early Intervention Project, Washington, DC.

INTRODUCTION OF THE READING EXCELLENCE ACT

On October 6, 1997, Representative Bill Goodling (R-PA) introduced H.R. 2614, the Reading Excellence Act.

LEGISLATIVE ACTION

On October 22, 1997, the Committee on Education and the Workforce assembled to consider H.R. 2614, the Reading Excellence Act. H.R. 2614, as amended, was favorably reported by the Education and the Workforce Committee by voice vote.

During Committee consideration of H.R. 2614, the following amendments were adopted:

An amendment offered by Mr. Riggs to modify the bill's provisions regarding the LEAs that are eligible to receive tutorial assistance grant funds to LEAs with at least 1 school in the geographic area served by the LEA that is located in an empowerment zone, enterprise community, and for those LEAs which do not have empowerment zones or enterprise communities located in the State in which the agency is located, a local educational agency with at least one school in school improvement.

Adopted by voice vote.

An amendment offered by Mr. Miller, as amended by Chairman Goodling, to require each local educational agency receiving a subgrant under section 15104, to provide to the parent of any student in a school selected by a local educational agency under section 15104, information regarding the qualifications of the student's classroom teacher to provide instruction in reading.

Adopted by a vote of 20–15.

An amendment offered by Mr. Kildee to add a school or public library that offers reading or literacy programs for children or families to the list of optional members of a State's Reading and Literacy Partnership.

Adopted by voice vote.

An amendment offered by Mr. Kildee to give a funding priority to applicants which demonstrate they have a contractual association with one or more public libraries providing reading or literacy services to preschool children or preschool children and their families.

Adopted by voice vote.

An amendment offered by Mr. Payne to replace the evaluation provisions in H.R. 2614 with a national evaluation conducted by the Secretary.

Adopted by a vote of 15–13.

An amendment offered by Mr. Riggs to restore the state evaluation of local subgrantees which was deleted under the Payne amendment.

Adopted by voice vote.

SUMMARY

The Reading Excellence Act establishes a competitive grant program for the States to obtain funds to improve the teaching of reading for Title 1 Schools in School Improvement and other related activities which improve the reading skills of students. Each State Literacy and Reading Partnership receiving a grant must use a portion of their funds to provide subgrants to Local Education Agencies to carry out a program of Tutorial Assistance Grants. The Act also modifies the Even Start Family Literacy Program to improve the quality of services provided to families seeking literacy assistance. Changes are also made to the College Work Study Program to encourage schools to place participating students as tutors in reading programs for children and families. Lastly, the bill also repeals 67 unfunded Federal education programs.

BACKGROUND AND NEED FOR LEGISLATION AND COMMITTEE VIEWS

The problem of illiteracy in our country has been a major concern of the Committee on Education and the Workforce for many years. In recent years, the Committee has worked to improve the provision of literacy services to adults through modifications to the Adult Education Act. In particular, the Act was modified to permit the operation of family literacy programs, which address the literacy skills of parents and their children at the same time.

In late April 1997, the President forwarded to Congress his legislative proposal for the "America Reads Challenge" initiative. Subsequently, Ranking Member Clay and 13 Democratic Members of this Committee, introduced this initiative.

In general, the President's proposal supported spending funds to give children extra help in reading during the afternoons, weekends, and summers. This would be accomplished through the use of tutors, who would be enlisted and trained to provide individualized and small group assistance. Most funds would pay for 30,000 "reading specialists" who would train an estimated 1 million volunteer tutors. Tutors would be managed by "AmeriCorps" volunteers. Additional funds would be used to pay for the Parents as First Teachers program to support parents in their efforts to help their children become successful readers by the end of third grade.

Subsequently, House and Senate Republican Leaders and the President announced an agreement to balance the budget within 5 years. The agreement included, in concept, a commitment to provide discretionary funding toward a literacy initiative. The agreement says that Congress will fund a literacy initiative, "consistent with the goals and objectives of the America Reads Challenge." In our view, this agreement gives the Committee wide latitude to develop a literacy initiative that meets our policy objectives and is consistent with the President's "goals and objectives." This bill fulfills our mandate under the budget agreement.

In response to the President's call for improvement in the reading skills of young children and the Budget agreement, the Committee on Education and the Workforce held a series of hearings on the topic of reading. These hearings explored current research on how children learn to read, the need for strong professional development for teachers of reading based on reliable, replicable research on reading, and the role of current federal literacy programs in helping children learn to read.

The Committee, based on testimony provided by witnesses, and after reviewing the most recent National Assessment of Education Progress (NAEP) data agrees with the President's goal of improving the reading and literacy skills of our children. Large numbers of American children were not learning to read or to read well. The NAEP 1994 Reading Report Card found that 40 percent of students in the fourth grade were below the basic level of reading achievement. And, according to Reid Lyon, Acting Chief of the Child Development and Behavior Branch of the National Institute of Child Health and Human Development (NICHD), children who do not learn to read before the end of third grade never actually catch up to their peers. The Committee also heard testimony from witnesses which indicated that the way to address this problem was by providing better pre-service and in-service training based on reliable, replicable research for teachers who teach reading. In addition, the Committee heard from witnesses who supported the use of volunteer tutors and community-based organizations in ensuring that children learn to read by the end of third grade.

Although the Committee applauded the President for calling national attention to the reading issue, it decided that it was necessary to improve upon the approach taken by the President in order to reach the goal of helping every American child learn to read independently by the end of third grade.

One of the major concerns of the Committee with the President's America Reads proposal was the establishment of a complicated new state and local grant program to (1) fund ongoing staff positions in local schools for professionals to train volunteer tutors; and (2) hire AmeriCorps participants to coordinate the activities of local tutors.

The Committee did, however, conclude that the best way to build upon the President's initiative was to improve the reading ability of children by focusing on teachers who teach reading. The best way to do this is through the dissemination of reliable, replicable research on reading to individuals involved in teaching reading to children in federal programs with a strong reading component.

Dr. Lyon, of NIH testified before the Committee that fewer than 10 percent of our nation's teachers have an adequate understanding of how reading develops or how to provide reading instruction to struggling readers. Less than two percent of our teachers have ever seen their professor demonstrate teaching practices with children of diverse skills in a systematic way. About 90 percent of our teachers have never had the theories they have learned—the theoretical information—directly linked to providing instruction to a wide range of children. Other witnesses before the Committee indicated that many teachers only take one course in reading as a part of their teacher preparation. In describing her role in hiring primary school teachers, Ann Mintz, Instructional Facilitator for Howard County Schools said,

> Reading, however, is not a content to be mastered but a process to be learned and, as such, requires the teacher to know how each child is currently achieving and what needs to be done to further his or her progress * * * Teaching reading is an art, one that requires a thoughtful teacher who can move each child from point A to point B in a timely, developmentally appropriate manner * * * I am troubled by what I see as a lack of preparation, at the pre-service level, for many of the teachers I encounter * * * There are too many beginning teachers who lack an understanding of what good reading instruction entails.

Mrs. Mintz also quoted one of her first year teachers as saying, "When I think back to college, I was taught a lot of theory, but no one taught me specifically * * * what to do."

Other witnesses before the Committee questioned the effectiveness of current Federal literacy programs, such as Title 1, in helping children learn to read. Dr. Maris Vinovskis, a research scientist for the Center for Political Studies at the Institute for Social Research, University of Michigan, noted,

> It is appalling, that having spent more than $150 billion on these compensatory education programs, we still do not know which practices and programs are particularly effective in helping at-risk children, especially those living in the high poverty areas of inner cities. These educational programs * * * were premised on an unrealistic expectation that we could eradicate poverty almost entirely by

> means of a few uncoordinated, under-funded, untested, and largely new Federal initiatives."

For decades American education has followed fads. New ideas, or "education innovations" as they are often called, have swept through our schools like prairie fires. Teachers, responding to these latest "new ideas" or philosophies are most often unaware of the latest research of what works, or even if there is any. In the field of medicine, no new drug or treatment would be considered for public use without extensive evaluation and testing. Yet, somehow, education is different.

Although almost every practice that has ever been pursued in education has been supported with data by someone, much of it is not reliable. E.D. Hirsh, author of "The Schools We Need: Why We Don't Have Them" made the following statement in April 1997 in an address to the California State Board of Education:

> At the core of each discipline, there develops a consensus of the learned, and this consensus is highly dependable. A lot is close enough to being right that you can bet your life and your children's lives on that scientific core. But out at the edge, on the frontier of the discipline, there is a lot of disagreement, and we can't tell for sure which rival theory is right. When lawmakers say that education policy should be based on research, the spirit of that law implies reliable consensus research. Any other interpretation would mean, and has meant, carrying out unwarranted human experimentation on our own children.

How to teach children to read has been debated for most of this century. The pendulum has swung from "all phonics" to "no phonics." But as the new century dawns, we now have indisputable evidence that children can be taught to read at an early age if given the proper instruction. The English language is a wondrous and a varied means of communication, but at the heart it is simple and consistent. Kindergarten and first grade is where most children can learn the skill of reading. With the basic phonics skills mastered in kindergarten and first grade, reading becomes a joy, and can be used to learn complex facts and ideas that are so fundamental to all learning.

Once children have gained a working knowledge of the 44 phonetic elements in the English language, at least 85% of the words in the English language are then "decodable." Comprehension then follows as a student reads and studies the required text material. Any six year old loves to learn letters and the sounds they make. Most are fascinated by them. They have no problem with the rote learning that is needed to master this skill. If reading teachers know the reliable, replicable research on reading instruction, and apply it, they will develop students who have a lifelong love of reading.

In the field of reading research, there have been some breakthroughs in how children best learn to read. The cost of doing this research has been very expensive, and unfortunately, much of it remains "locked" in the research community. Benita Blachman, Professor of Education at Syracuse University and member of the NICHD research team makes the following observation about the need for teaching direct, systematic phonics as a first step in learning to read:

> The good news is that we have had scientific breakthroughs in our knowledge about the development of literacy. We know a great deal about how to address reading problems even before they begin * * * The tragedy is that we are not exploiting what we know about reducing the incidence of reading failure. Specifically, the instruction currently being provided to our children does not reflect what we know from research. Direct, systematic instruction about the alphabetic code is not routinely provided in kindergarten and first grade, despite the fact that, given what we know at this moment, this might be our most powerful weapon in the fight against illiteracy.

Providing teachers with the latest information from reliable, replicable research in reading instruction will help reduce the incidence of illiteracy, empower teachers with the tools they need to teach children to read and ensure that our children reach their highest potential.

Although there has been extensive research in reading instruction conducted over the past thirty years, the most current is that done by NICHD. In 1985, Congress mandated that a comprehensive research program be developed in the area of reading and other learning disabilities. NICHD studies have cost the taxpayer more than $200 million and have been conducted at some of the most prestigious universities in America and Canada. The findings of these studies, and other studies equally reputable, can be summarized as follows: teach phonemic awareness directly in kindergarten; teach children how to "sound out" words; teach each sound spelling correspondence explicitly; teach frequent, highly regular sound spelling relationships systematically; teach how sounds spellings blend together to make words; teach reading comprehension and vocabulary development once the students have mastered these basic phonetic skills.

Teachers are not getting the research information they need. According to a survey of 43 texts used to train teachers of reading, none advocated systematic phonics instruction—and only nine even mentioned that there was a debate on the issue. As Lousia Moats, who testified before the Committee and an NICHD researcher noted,

> * * * language mastery is as essential for the literacy teacher as anatomy is for the physician. It is our obligation to enable teachers to acquire it.

When children fail to acquire that training, they are often referred to special education as being "learning disabled." The unfortunate reality, however, has been that many of these children are either not learning disabled, or are learning disabled but who would have not needed referral to special education if they had been taught to read in their first few years of school. The Individuals with Disabilities Education Act Amendments of 1997, P.L. 105–17, took small steps toward slowing the inappropriate identification of children as disabled. Section 614(b)(5) of the amended law will ensure that schools do not identify children as disabled, "if the determinant factor for such determination is lack of instruction in reading. * * *" In coming years, that change will mean fewer non-disabled children are misidentified as disabled when their actual problem is an inability to read.

But section 614(b)(5) only addresses problems of nondisabled children who have failed to learn to read. It does nothing to assist the learning disabled child who could have learned to read had his or her teacher known the proper means to teach reading. The real solution is to teach these children to read on the first attempt. And only when their teachers possess research-backed knowledge about how children learn to read will we see a reduction in the number of children who are identified as being disabled and needing special education services to assist them in overcoming their difficulties.

Teacher training in the Reading Excellence Act will be based on reliable, replicable research, and if applied in the classroom can open up unlimited opportunities for children who would never reach their true potential.

The Committee believes it is extremely important that every child learn to read as soon as possible. Most can learn to read by the end of first grade, if properly taught. The National Adult Literacy Survey, which assessed the literacy skills of adults, found that almost 50 percent of our adult population read at the bottom two of five levels of literacy. Unless we improve how we teach children to read at an early age, there is a strong likelihood that these findings will repeat themselves over and over again.

If we are to keep our nation strong, we cannot afford to lose another generation to illiteracy. For individuals with low literacy skills the picture for the future is less than bright. Forty-three percent of those in the lowest literacy level live in poverty; 17 percent are receiving food stamps, and 70 percent are unemployed or under-employed. In addition, more than two-thirds of unwed parents, school dropouts, and those arrested have below average literacy levels. Today's highly technological society demands an even higher level of literacy and job skills than ever before. It is essential that each and every child graduate with the education they require to lead productive lives and compete in the world marketplace.

PROFESSIONAL DEVELOPMENT

One of the major factors in whether or not a child learns to read is the ability of his or her teacher to teach reading. If that teacher is not successful, it can affect the future academic success of the child in all of their other classes which require a high level of reading ability.

As indicated earlier in this report, there is evidence that fewer than 10 percent of teachers have received adequate instruction or have had enough experience in teaching reading as student teachers before they first enter the classroom. In addition, many of the teachers testifying before the Committee pointed out that they had few opportunities, once they began teaching, to obtain the most up-to-date information on how children learn to read or an opportunity to update their teaching skills based on such information. Kimberly

Wilson, a graduate student of education at American University in Washington, DC, noted,

> They do not have the information they need to teach reading and * * * there are so many quick-fix programs that they do not know how to begin discerning the appropriate methodology. Teachers will continue to be discouraged until they are provided with the information and research equipping them to be successful with all students. Professional development for teachers is the key to reading success * * *

Debra Wakefield, a primary grade teacher in the Del Norte Unified School District, Crescent City, California noted,

> The practical steps in my training that made the big change for me after so many years in the classroom were, number one, reading current professional material and research with my colleagues; * * * ongoing explicit in-service is critical. Without proper training we are seriously hampering the efforts of our teachers and jeopardizing the future of our children.

In response to this information, the Committee chose to focus the Reading Excellence Act on improving the ability of the classroom teacher to teach reading.

Local educational agencies with schools in school improvement wishing to participate in activities under this Act must agree to revise the way all teachers and other appropriate instructional staff within the school teach reading. Each participating school must choose a model or models of reading instruction using reliable, replicable research on reading as a model for implementing and improving reading instruction by all teachers and for all children in the school. In addition, schools must work with a person with experience or expertise about each model and its implementation in order to guarantee its appropriate and effective application.

The Committee believes that reforming the way reading is taught within the school, coupled with other required activities, will go a long way toward insuring that children within the school learn to read as soon as possible, and no later than the end of third grade. As stated earlier, Dr. Lyon, in his comprehensive research on how children learn to read, found "that if we wait to provide appropriate instruction until nine years of age—the 3rd grade is when most kids are typically picked up—75 percent of those kids will remain difficult or poor readers the remainder of their life. * * *" Children who fail to read prior to the end of third grade may learn to read, but they will never catch up to their more advantaged peers. Therefore, the development of reading skills early in a child's educational experience must be a priority in all schools throughout the United States in order to ensure a literate, well-educated population for generations to come.

The Committee believes one of the best ways to ensure that children learn to read is to improve the ability of teachers to teach reading—both current teachers and those individuals preparing to become teachers. Dr. Laura Fredrick, Assistant Professor, Georgia State University, noted

> * * * teachers should learn what we know from scientific research about how children learn to read, interpret research and have to translate what they read * * * into the classroom, learn to assess reading to determine where and how to begin teaching the children in their classes * * * assess reading on a regular basis, such as with daily or weekly rate and accuracy tests for fluency so that we make necessary changes immediately if the instruction is not effective, and learn about the many reading programs currently available and how to critique them to determine their possible effectiveness with different groups of children.

COMMUNITY-BASED VOLUNTEER EFFORTS

In addition to the emphasis on professional development, the Committee also recognizes the need for community-based volunteer efforts aimed at providing tutoring after school, on weekends and during the summer as an effective method of ensuring that children can read by the end of the third grade. The bill includes a number of provisions to allow these types of activities, as long as the community-based organizations utilize methods based on reliable, replicable research on reading to provide such tutoring.

PARTICIPATING LOCAL EDUCATIONAL AGENCY ACTIVITIES

In addition to professional development, the Committee supports a variety of activities which build on sound teaching practices to help children learn to read. States and local grantees seeking funding will carry out several of these activities utilizing funds received under this Act or from appropriate Federal, State and local sources.

As was pointed out by several witnesses at Committee hearings, children come to school with a variety of reading readiness skills. Dr. Fredrick of Georgia State University noted, "Not everyone is ready for the same instruction at the same time. * * *"

Kimberly Wilson, a graduate student of education at American University stated, "We need to stop expecting teachers to be able to teach all children to read using the same methods. There will be some children who need direct instruction * * *. Underdeveloped reading skills are both a health and an economic issue."

Some children have a limited vocabulary, which must be further developed before they can learn to read. Other children have broad vocabularies, know the alphabet, and the relationship between letters and sounds. Once children enter Kindergarten, their teacher must work with them to build on their existing skills and ensure they are all reading ready before they enter first grade. In addition, there are also children entering Kindergarten with limited social skills, who are not, at the end of the school year, ready to transition to first grade. Schools participating under this Act must provide additional assistance to help such children transition to first grade. This assistance could be in the form of an additional year of school, a transition first grade. For others, it could be the extension of the school year through the summer. It is the belief of the Committee that these children, if they are promoted to first grade, could very possibly fail, an experience which could have a lifelong negative impact. Transition periods help ensure a child is ready for first grade and ready to learn to read and avoids having them experience failure in their first educational experience.

The Committee also understands that many children come from homes where their parents are not equipped to help them learn to read or to be their first and most important teacher. In many instances, these parents, themselves, have experienced educational failure and are not comfortable in the school environment. While these parents want to help their children succeed in school, they may not know how. It is, however, the belief of the Committee that these children will be at a distinct disadvantage throughout their education if their parents are not active participants in their education. Therefore, schools receiving funds must provide family literacy programs, to assist parents with limited literacy skills and their children. Such programs include adult education services for parents and other primary caregivers, appropriate educational assistance for their children and training in how to assist their children achieve academic success. By empowering parents to be their child's first and most important teacher, we allow them to control the education of their children and help ensure their children learn to read and succeed in school. Participation by families in family literacy programs would be on a voluntary basis.

The Reading Excellence Act calls for the provision of additional assistance to children in grades 1 through 3 who experience reading difficulties. The Committee expects that such assistance will be provided before, after and during non-instructional hours during the school day, on weekends and during the summer. In providing additional assistance to students, schools are required to use appropriately trained and supervised individuals, including tutors. The Committee expects that such individuals will be trained in the same instructional methods using reliable, replicable research on reading used by teachers in the school. While the Committee expects fewer children to experience reading difficulties if their initial instruction is based on reliable, replicable research on reading, it is also aware that some children may have more extensive problems in learning to read which will require additional assistance.

HOW THIS ACT RELATES TO OTHER EDUCATION PROGRAMS

The Reading Excellence Act is a new Title to the Elementary and Secondary Education Act of 1965 (ESEA). The Committee believes it is appropriate that this legislation be considered at the same time as other elementary and secondary education programs are reviewed in the 106th Congress.

Since reading is a key focus of several existing elementary and secondary education programs including Title 1 and Bilingual Education, the Committee feels it is important to consider how the information gathered in the development of the Reading Excellence Act can be used to improve the effectiveness of other programs which focus on helping children learn to read.

According to NAEP data, at all three grades studied (fourth, eighth and twelfth), the percentage of Title 1 program participants performing below the basic level was higher than that of their peers who were not Title 1 participants. In fact, for fourth grade, 80 percent of Title 1 participants were below the basic skill level. According to NAEP, only about one-third or fewer of students across the three grades who were not Title 1 participants performed below the basic level. Although the Reading Excellence Act provides for the dissemination of reliable, replicable research on reading to all participants in federal education programs which have a focus on reading, this may not be enough to bring about the type of change necessary to improve program performance in Title 1 or other programs.

By placing the Reading Excellence Act on the same authorization timeline as the Elementary and Secondary Education Act, we will be able to determine whether or not programs under ESEA can be improved by applying the same principles on teaching reading as are incorporated in H.R. 2614. We can also evaluate whether there is a need to continue the Reading Excellence Act and other "reading" programs and whether or not their goals can be accomplished through improvements to other programs.

THE RELATIONSHIP BETWEEN THE READING EXCELLENCE ACT AND IDEA

The Reading Excellence Act recognizes the relationship between inadequate reading instruction and inappropriate referral to special education. Earlier this year, the Committee passed the Individuals with Disabilities Education Act (IDEA) Amendments of 1997, which was signed by the President on June 4, 1997. That law amended the nation's core special education statute, IDEA, by adding a new consideration to the process of evaluating a child as disabled. In the future, children who are evaluated under IDEA are not to be determined to be disabled where the "determinant factor" for that finding is a lack of instruction in reading. While such children will no longer inappropriately enter the special education system because of a lack of instruction in reading, they will still need to learn how to read. The Reading Excellence Act recognizes that these children clearly need assistance and ensures that money appropriated under this program will be used to assist them.

SELECTION OF GRANTEES

It is the view of the Committee that those individuals with extensive knowledge of reliable, replicable research on reading should play a key role in determining which States receive funding under this Act. As such, the Committee provides for the development of a Peer Review Panel, consisting of individuals with a strong knowledge base in this area, to review State applications. The panel is to be convened by the National Institute for Literacy in consultation with the Secretary of Education, the National Research Council of the National Academy of Sciences and the National Institute of Child Health and Human Development. In addition to choosing additional panel members, representatives of the Institute, the Secretary, the National Research Council and the National Institute of Child Health and Human Development will serve as panel members.

As applications are received by the Secretary, they are to be forwarded to the Peer Review Panel which will review applications and recommend them for funding or disapproval. Applications are to be ranked by the panel based on their quality and the extent to which they further the purposes of this Act. The Committee strongly believes that applications should be funded in the order they are ranked by the Peer Review Panel. Should the Secretary decide to fund applications based on rankings other than those in the Peer Review Panel's recommendations, the Committee would expect the Secretary to provide an explanation for his actions.

In an effort to encourage States to review the criteria by which they certify teachers who teach reading, the Committee requires the panel to give priority to funding applications from States that have modified, are modifying, or plan to modify (within a year of receiving a grant under this Act) State teacher certification in the area of reading to reflect reliable, replicable research on reading. This priority, however, is not be construed to establish a national system of teacher certification.

FOCUS ON TITLE 1 SCHOOLS IN SCHOOL IMPROVEMENT

The Committee believes basing reading instruction on reliable, replicable research can help schools throughout the United States improve the ability of children to learn to read. But, for Title 1 schools in school improvement, it is even more important that they have an opportunity to change the way teachers teach reading. According to the 1994 NAEP Reading Report Card, the percentage of Title 1 students who performed below basic ranged from 59 percent at twelfth grade to 80 percent at fourth grade. This means they have only partially mastered the prerequisite knowledge and skills which are fundamental for proficient work at their grade level. Only about one-third or fewer of students across the three grades who were not Title 1 participants performed below the Basic level. The Committee, therefore, believes it is important to focus this initiative on those schools experiencing the greatest difficulty in raising the academic achievement of their Title 1 students, i.e., those schools in school improvement. If schools participating in the Reading Excellence Act are able to turn around student achievement by basing instruction in reading on reliable, replicable research, they can then lead the way to reforming the way teachers teach reading throughout the United States.

NEED FOR PARTNERSHIP AT STATE LEVEL

The Committee recognizes that some of the most effective reading initiatives have evolved through efforts at the State level to bring together key policymakers and representatives of groups active in improving the reading skills of young children. It is the intent of this legislation to build upon these efforts by allowing these existing State literacy partnerships, which at a minimum must include the Governor and the Chief State School Officer, to compete for grants under this Act. The Committee emphasizes the point that for these States, there is no need to establish another entity or partnership in order to participate in this program.

For States that do not already have such a partnership and seek to compete for these funds, the Governor, the Chief State School Officer, appropriate members of the State legislature, at least one representative from a local educational agency with a Title 1 school in school improvement, and one community-based organization with experience in working with children to improve their reading skills, must join together to form a Reading and Literacy Partner-

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ship. In establishing this Partnership, Governors and the chief state school officers are strongly encouraged to expand participation to other appropriate individuals such as representatives of eligible research institutions; family literacy service providers; and parents of both public, private and home school students.

By forming such a partnership, the State demonstrates that there is cooperation and coordination among the different groups and entities responsible and interested in improving literacy throughout the State. Such groups also expand the base of knowledge and ability to make large scale improvement in reading statewide.

PARTNERSHIPS AT THE LOCAL LEVEL

The Committee understands that schools are not the only source of reading assistance for children. Many community-based organizations devote many hours to providing reading assistance to children and their families. These efforts, if provided in conjunction with high quality reading instruction in the child's home school, can improve the ability of a child to learn to read. The Committee wants to encourage such partnerships and requires local educational agencies seeking funds under this Act to form a partnership with one or more community-based organizations which have established a record of effectiveness with respect to reading readiness, reading instruction for children in kindergarten through 3rd grade and early childhood literacy. The Committee believes such partnerships will enhance the effectiveness of any reading reforms in the school as long as personnel from such organizations are trained in the same reading models based on reliable, replicable research on reading as those used by the school.

The Committee also provides a priority in funding for those local educational agencies which form a partnership with one or more Head Start Programs or one or more State or federally-funded preschool programs or family literacy programs. The Committee believes relationships between schools and early childhood programs can provide children with important reading readiness skills which help ensure they will learn to read once they enter school.

TUTORIAL ASSISTANCE GRANTS

The Committee notes that despite the efforts of schools, teachers, and parents, many children fail to grasp the basic concepts and skills necessary to read. In light of this fact, this legislation provides reading instruction opportunities for children with reading difficulties who are less likely to receive additional help because they live in high-poverty neighborhoods.

Under this Act, each State receiving a grant must use a portion of their funds to provide subgrants to local educational agencies for use by schools within Enterprise Communities and Empowerment Zones (or, in the case where a State has no such designated jurisdiction, Title I schools in school improvement). Parents with children who have reading difficulties and who attend these schools will have the opportunity to apply for tutorial assistance grants to offset the cost of sending their child to a reading tutor.

This Committee feels that it is important that tutoring assistance under this Act be of high quality and include linkages to what is being taught to children during school. These objectives are accomplished through several means. Under the legislation, all tutors must be deemed eligible by the local education agency which compiles and maintains a list of qualified tutors. In order to be placed on this list, tutors must have a proven track record in reading readiness, early childhood literacy and reading instruction for children in grades K–3 and must commit to providing instruction based upon reliable, replicable research on reading.

Quality will also be driven by parents who, under this Act, are empowered to choose a tutor for their child from among the list maintained by the LEA. Tutors that are unsuccessful in teaching reading, even if they are able to remain on the list compiled by the LEA, will eventually be identified by parents and teachers by word of mouth or through other more formal means, as being ineffective. Whereas tutors who are able to provide quality reading instruction will quickly be referred by other parents and teachers. In essence, this structure builds positive competition among tutors and will result in more children gaining accesses to quality tutors and in more children being able to read.

ACCOUNTABILITY/EVALUATION

A major goal of this Committee has been to ensure that federally funded programs are built upon a system of accountability. Under the Reading Excellence Act, this accountability begins with the use of findings from reliable, replicable research. Specifically, this research must be used in supporting activities related to in-service instruction; family literacy programs; and for individuals such as tutors, who provide additional reading instruction to school children.

Accountability under this legislation is also built in through evaluations. Specifically, funds are available for the Secretary to carry out a national evaluation. The Committee strongly emphasizes the requirement that the Secretary, in developing the criteria for the assessment, receive recommendations from the peer review panel. The Committee stresses the need for this joint effort as a way to ensure the utmost amount of objectivity in the design and conduct of this evaluation. In addition to the national evaluation, each Reading and Literacy Partnership receiving funds under this Act is required to use a portion of their funding to evaluate the success of subgrantees in meeting the objectives of this Act. The Committee emphasizes that among the most important of these objectives is the extent to which subgrantees have improved the reading skills of students.

Under the legislation, Reading and Literacy Partnerships are directed to enter into contracts with eligible research institutions (defined as institutions of higher education which have conducted reliable, replicable research) to carry out State evaluations. The Committee believes that these institutions, by virtue of their work in this field, are well positioned to work with these Partnerships in evaluating reading and literacy programs.

INFORMATION DISSEMINATION

As detailed previously in this report, throughout hearings held on the topic of literacy, this Committee heard a consistent message from witnesses, especially teachers, about the profound lack of information provided to reading instructors on the fundamental basics in teaching children to read. This, despite the millions of federal taxpayer dollars which have been spent in researching the topic.

This legislation addresses this issue by instructing the National Institute for Literacy (NIFL) to disseminate materials on reliable, replicable, research on reading and information on successful projects funded under this Act, to all recipients receiving funds under Federal programs such as Title I, IDEA, Head Start, and the Adult Education Act. Though not all States, and certainly not all schools, will receive funding under the Local Reading Improvement subgrants, this legislation, through the dissemination of the important research, can benefit all schools receiving federal assistance.

The Committee recognizes that there are currently several efforts to convene panels to assess the status of research-based knowledge on reading development, including the effectiveness of various approaches to teaching children to read. The NIFL is instructed to work with these panels in determining the criteria for judging what constitutes reliable, replicable research on reading and for developing strategies for disseminating such information. In carrying out such strategies, the Committee stresses the need for NIFL to coordinate with existing educational information networks in order to avoid possible duplication of effort.

The Committee notes that the NIFL, which is an independent agency that works with and for the Departments of Education; Health and Human Services; and Labor, has been charged with several new significant duties and responsibilities. This is largely based upon the fact that NIFL's mission is completely focused on the issue of literacy, and it has already been working on developing materials reflecting best practices in reading through its National Adult Literacy and Learning Disabilities Center. In addition, NIFL has already established a state-of-the-art Internet-based communication and information system (LINCS). LINCS has a presence in all fifty states and has the capacity to be expanded to meet the requirements of the proposed reading initiative. This is in addition to NIFL's support of a nationwide toll-free number and clearinghouse for the distribution of print products.

Based upon the past and current reading and literacy activities of the NIFL, the Committee believes they are well positioned to take on the additional responsibilities as directed under this legislation.

AMENDMENTS TO EVEN START

In 1995, the Department of Education released an evaluation of the Even Start program.

One of the most disappointing aspects of the report was the finding that the gains made by Even Start families were not much more than those similar families would obtain for themselves using available services, except in those projects which offered intensive services. In 1996, as a part of the appropriations bill for the District of Columbia, the Act was modified to require more "intensive" services.

The Committee feels very strongly that children whose parents are their first and most important teacher and who play an active role in their education are more likely to succeed in school. The Even Start Family Literacy Program is a voluntary family literacy program that provides parents with the academic and parenting skills they need to play a key role in their child's education.

Although the 1995 report was disappointing, a more recent report confirmed the positive outcomes for individuals participating in high quality Even Start Family Literacy programs providing intensive services. This report, compiled by the National Center for Family Literacy, found that, in all grades, Even Start children are achieving results at or above their peers. This finding is particularly important because children from homes where one or more of their parents have low levels of literacy, generally do not perform as well as their more advantaged peers. Sixty-two percent of the adults in the study received their GED or high-school certification. In addition, 45 percent of participants either reduced or eliminated their reliance on public assistance.

It is the hope of the Committee that all Even Start Programs can offer the same high quality, intensive services in order to ensure positive outcomes for program participants. As such, the Reading Excellence Act contains several changes which the Committee believes will strengthen the current program.

First, and most important, the Committee has added language requiring States receiving Even Start funds to develop indicators of program quality to be used to monitor, evaluate and improve programs within the state. This will provide states with tools by which to judge the quality of local Even Start Projects. States are also permitted to refuse additional funding to local grantees which are not making satisfactory progress in meeting the quality indicators if the State has provided them with technical assistance and they still fail to improve program quality.

An additional effort to raise the quality of Even Start Programs is a requirement for the dissemination of information on the components of successful family literacy programs. The legislation requires the Secretary to carry out (through grant or contract), research in the components of successful family literacy services and to disseminate the results to federal programs which carry out family literacy activities to be used as models for new programs or to improve the quality of existing programs. There are a variety of federal programs which encourage the use of the Even Start Family Literacy model, when appropriate, such as the Title 1 program, the Bilingual Education Act and the Migrant Education Program. The Committee understands that the National Center on Family Literacy has carried out an extensive review of the components of quality family literacy programs and would encourage the Department to work with the Center in carrying out this research.

The Committee has also included a definition of family literacy services in the Even Start Family Literacy Program. This same definition appears in Title 1 of the Reading Excellence Act. This definition clarifies that family literacy programs are to be carried out on a voluntary basis. In addition, the Committee would like to clarify that the term "parent" includes other "appropriate caregivers" who may be responsible for a child's education. This could include grandparents, foster parents, etc. The word parent is not intended to limit participation by other individuals closely involved in a child's education. In addition, the Committee would like to point out that the example of making sustainable changes in a family, i.e. reducing welfare dependency, does not mean states or locals should be judged on their ability to reduce welfare dependency among participants who are not currently welfare recipients.

Finally, the Committee believes that the family literacy model can play an important role in reducing reading difficulties in young children and would like to see States use other federal, state and local funds to carry out such programs. As such, the Committee provides that $10 million of the funds available for this initiative go to the Even Start Family Literacy Program to be used to award grants to states to enable them to plan and implement statewide family literacy initiatives by coordinating and integrating existing federal, state and local literacy resources. In order to insure that such activities are consistent with high quality family literacy programs, the Committee requires the Secretary to provide technical assistance to such states, either directly or through a grant or contract.

CHANGES TO THE COLLEGE WORK STUDY PROGRAM

The College Work Study Program found in Part C of the Higher Education Act of 1965 is amended to expand tutoring services provided by institutions of higher education. The amendment included in this legislation is closely patterned after the language adopted in the 1992 Amendments to the Higher Education Act designed to promote increased community service activities on the part of institutions of higher education. Similar to the current community service requirements, institutions of higher education will be required to use a portion of their work study funds to compensate students engaged (1) as reading tutors for children in preschool through elementary school; and (2) in family literacy projects.

Institutions of higher education will be required to use at least 2% of their annual work study allotment to compensate students engaged in these activities. Based on the Fiscal Year 1997 funding level of $830 million, this requirement would result in approximately $16 million being dedicated to tutoring and literacy activities. In order to assist students and institutions in meeting any training and travel related costs, institutions will be allowed to use their work study funds to compensate students for time spent in training and travel directly related to the tutoring and family literacy activities. In addition, the Federal share of the compensation of work study students compensated under this provision may exceed 75 percent in order to encourage widespread participation on the part of institutions and students in these activities. Furthermore, in order to avoid any hardship for students at a particular institution, the Secretary has the authority to waive the requirements of this provision.

In using funds allotted under this provision, institutions of higher education are to give priority to the employment of students in tutoring services in schools identified for school improvement under the Elementary and Secondary Education Act or in schools receiving a subgrant from funds authorized under this legislation. Work study students who are providing tutoring services in a school receiving a subgrant under this legislation are to be trained in the instructional practices based on reliable, replicable research on reading used by the school.

SECTION-BY-SECTION ANALYSIS

TITLE I—ITERACY GRANTS

Section 1 sets forth the short title of this Act.

Section 101 amends the Elementary and Secondary Education Act of 1965 (ESEA) by including a new title and purpose to the Act.

"Section 15101 contains the purpose of the title.

"Section 15102 contains definitions for the purposes of this title for the following terms: Eligible Professional Development Provider; Eligible Research Institution; Family Literacy Services; Reading; Reading Readiness; and Reliable, Replicable Research.

"Section 15103(a) authorizes the Secretary to make grants to Reading and Literacy Partnerships on a competitive basis.

"Section 15103(b)(1) contains the required and optional members of the partnerships.

"Section 15103(b)(2) sets forth the requirements for the contractual agreement establishing a reading and literacy partnership.

"Section 15103(b)(3) contains the functions and duties of Reading and Literacy Partnerships.

"Section 15103(b)(4) clarifies that the State educational agency shall act as the fiscal agent for each partnership.

"Section 15103(c) clarifies the requirements of a pre-existing partnership to be treated as the reading and literacy partnership.

"Section 15103(d) clarifies the requirements to form multi-state reading and literacy partnerships.

"Section 15103(e) contains the requirements of the application to be submitted by a reading and literacy partnership desiring to receive a grant under this title.

"Section 15103(f) establishes a peer review panel for the review of reading and literacy partnership applications. Clarifies the membership and outlines the duties and functions of the panel.

"Section 15103(g) limits reading and literacy partnerships in receipt of a grant to use not more than 3 percent of grant funds for administrative costs.

"Section 15103(h) requires reading and literacy partnerships in receipt of a grant to submit performance reports to the Secretary and clarifies the requirements for such report.

"Section 15104(a) requires reading and literacy partnerships in receipt of a grant to make subgrants to local educational agencies with one or more schools identified for school improvement under section 1116(c) of this Act and explains the role of local educational agencies.

"Section 15104(b) requires a subgrant under this title to be for a period of three years.

"Section 15104(c) sets forth the requirements of the application to the reading and literacy partnership by local educational agencies, which partner with community based organizations, wishing to receive a subgrant under this section.

"Section 15104(d) clarifies to which applications reading and literacy partnerships shall give priority when awarding subgrants.

"Section 15104(e) contains the activities for which subgrantees may use their subgrant funds and limits the use of subgrant funds for administrative expenses to 3 percent.

"Section 15104(f) allows subgrantees to train non-subgrant recipients in the instructional practices based on reliable, replicable research on reading used by the recipient on a fee-for-service basis.

"Section 15105 requires reading and literacy partnerships in receipt of a grant to make subgrants to local educational agencies on a competitive basis for tutorial assistance grants.

"Section 15106 requires the Secretary to conduct a national assessment of programs under this title using 1.5 percent of the amount appropriated for this title. Requires the Secretary to receive recommendations from the peer review panel in developing the criteria for the assessment and to submit the findings of the assessment to the peer review panel.

"Section 15107 sets forth the network for dissemination of information on reliable, replicable research on reading.

"Section 15108 requires each reading and literacy partnership to evaluate subgrantees success in meeting the purposes of this title using not more than 2 percent of grant funds for such evaluation. Reading and literacy partnerships shall submit the findings of the evaluations to the Secretary and the peer review panel.

"Section 15109 authorizes appropriations to carry out this title for the years 1998, 1999 and 2000 and sets forth September 30, 2000, as the date for the repeal of this title."

TITLE II—AMENDMENTS TO EVEN START FAMILY LITERACY PROGRAMS

Section 201 amends section 1202(c)(1) of the Elementary and Secondary Education Act of 1965 authorizing funds available under section 15108(b) to be used to award competitive grants to states for the planning and implementation of statewide family literacy initiatives.

Section 202 amends section 1202(e) of the Elementary and Secondary Education Act of 1965 to clarify the definition of Family Literacy Services.

Section 203 amends section 1209 of the Elementary and Secondary Education Act of 1965 to clarify the role of the grant recipient in providing technical assistance for the evaluation of local programs.

Section 204 amends the Elementary and Secondary Education Act of 1965 by adding Section 1210 requiring grant recipients to develop indicators of program quality.

Section 205 amends the Elementary and Secondary Education Act of 1965 by adding Section 1211 requiring the Secretary to conduct research to improve the quality of existing programs and to develop models for new programs. Also clarifies the network for the dissemination of such information.

TITLE III—ALLOCATION OF FUNDS FOR FEDERAL WORK-STUDY PROGRAMS

Section 301 amends Section 442(a) of the Higher Education Act of 1965 by providing funds for eligible institutions to compensate students employed as reading tutors for preschool through elementary children or family literacy projects, and clarifies the training required for such participating students.

TITLE IV—REPEALS

Section 401 repeals 67 unfunded education programs.

EXPLANATION OF AMENDMENT

The Amendment in the Nature of a Substitute is explained in this report.

OVERSIGHT FINDINGS OF THE COMMITTEE

In compliance with clause 2(l)(3)(A) of rule XI of the Rules of the House of Representatives and clause 2(b)(1) of rule X of the Rules of the House of Representatives, the Committee's oversight findings and recommendations are reflected in the body of this report.

GOVERNMENT REFORM AND OVERSIGHT

With respect to the requirement of clause 2(l)(3)(D) of rule XI of the Rules of the House of Representatives, the Committee has received no report of oversight findings and recommendations from the Committee on Government Reform and Oversight on the subject of H.R. 2614.

COMMITTEE ESTIMATE

Clause 7 of rule XIII of the Rules of the House of Representatives requires an estimate and a comparison by the Committee of the costs which would be incurred in carrying out H.R. 2614. However, clause 7(d) of that rule provides that this requirement does not apply when the Committee has included in its report a timely submitted cost estimate of the bill prepared by the Director of the Congressional Budget Office under section 403 of the Congressional Budget Act of 1974.

CONSTITUTIONAL AUTHORITY

The Elementary and Secondary Education Act of 1965 and the amendments made by H.R. 2614, are Constitutional under the spending clause of the constitution, Article I section 8, clause 1.

APPLICATION OF LAW TO LEGISLATIVE BRANCH

Section 102(b)(3) of Public Law 104–1 requires a description of the application of this bill to the legislative branch. This bill provides funds to States for programs and services to eligible recipients; the bill does not prohibit legislative branch employees from otherwise being eligible for such services.

UNFUNDED MANDATE STATEMENT

Section 423 of the Congressional Budget and Impoundment Control Act requires a statement of whether the provisions of the reported bill include unfunded mandates. The Committee received a letter regarding unfunded mandates from the Director of the Congressional Budget Office and as such the Committee agrees that the bill does not contain any unfunded mandates. See infra.

BUDGET AUTHORITY AND CONGRESSIONAL BUDGET OFFICE COST ESTIMATE

With respect to the requirement of clause 2(l)(3)(B) of rule XI of the House of Representatives and section 308(a) of the Congressional Budget Act of 1974 and with respect to requirements of clause 2(l)(3)(C) of rule XI of the House of Representatives and section 403 of the Congressional Budget Act of 1974, the Committee has received the following cost estimate for H.R. 2614 from the Director of the Congressional Budget Office:

U.S. CONGRESS,
CONGRESSIONAL BUDGET OFFICE,
Washington, DC, October 24, 1997.

Hon. WILLIAM F. GOODLING,
Chairman, Committee on Education and the Workforce,
House of Representatives, Washington, DC.

DEAR MR. CHAIRMAN: The Congressional Budget Office has prepared the enclosed cost estimate for H.R. 2614, the Reading Excellence Act of 1997.

If you wish further details on this estimate, we will be pleased to provide them. The CBO staff contacts are Justin Latus and Christina Hawley Sadoti.

Sincerely,

JAMES L. BLUM
(For June E. O'Neill, Director).

Enclosure.

H.R. 2614—Reading Excellence Act of 1997

Summary: H.R. 2614 would amend the Elementary and Secondary Education Act of 1965 to establish grants to states for reading programs and would authorize to be appropriated for this purpose $260 million in each of fiscal years 1998, 1999, and 2000. In addition, the bill would repeal several education programs, none of which has received appropriations in recent years. With three exceptions, these programs are not currently authorized. The three currently authorized programs are: special programs and projects to improve education opportunities for Indian children, the De Lugo territorial education improvement program, and general territorial assistance to the Virgin Islands. Authorizations for these three programs total $11 million in each of fiscal years 1998 and 1999. Enacting this bill, therefore, would result in a net increase of authorizations of $249 million in 1998 and 1999 and $260 million in 2000. Actual funding for these authorizations would be subject to the annual appropriations process; pay-as-you-go procedures would not apply.

This bill contains no private-sector or intergovernmental mandates as defined in the Unfunded Mandates Reform Act of 1995 (UMRA) and would impose no costs on state, local, or tribal governments.

Estimated cost to the Federal Government: Increases in authorizations are shown in the following table, assuming that H.R. 2614 is enacted by November 15, 1997. The costs of this legislation fall within budget function 500 (Education, Employment, Training, and Social Services).

[By fiscal year, in millions of dollars]

	1998	1999	2000	2001	2002
SPENDING SUBJECT TO APPROPRIATION					
Authorizations under current law:					
Budget authority	11	11	—	—	—
Estimated outlays	1	9	9	2	—
Proposed changes:					
Reading grants:					
Authorization level	260	260	260	—	—
Estimated outlays	31	208	255	229	52
Repeal of existing authorizations:					
Authorization level	−11	−11	—	—	—
Estimated outlays	−1	−9	−9	−2	—
Total changes:					
Authorization level	249	249	260	—	—
Estimated outlays	30	199	245	227	52
Authorizations under H.R. 2614					
Authorization level	260	260	260	—	—
Estimated outlays	31	208	255	229	52

Basis of estimate: Title I of H.R. 2614 would authorize to be appropriated $260 million in each of fiscal years 1998, 1999, and 2000 for providing grants to states to improve the reading skills of children and families. The bill would require the National Institute of Literacy to convene a peer review panel that would evaluate grant applications submitted by state reading and literacy partnerships and make funding recommendations to the Secretary of Education. Of the total authorizations, $75,000 would be reserved to compensate non-federal members of this panel. Based on the panel's recommendations, the Secretary would make three-year grants to the partnerships, which, in turn, would use at least 95 percent of the funds received to make subgrants to local educational agencies. These subgrants would fall under two categories: local reading improvement and tutorial assistance.

The bill reserves for the Secretary 1.5 percent of the amount authorized to be appropriated (about $4 million annually) to conduct a national assessment of programs under this title. This title also would direct the National Institute for Literacy to disseminate information on "reliable, replicable research on reading and information on subgrantee projects" and would reserve $5 million of total authorizations to be used for this purpose.

Title II of the bill would reserve $10 million of the amount authorized under Title I to carry out programs under the Even Start family literacy program. These funds would have to be matched with an equal amount of non-federal contributions in order for a state to receive funding under this title.

Assuming that the reading grants would follow the same outlay patterns as other programs authorized under the Elementary and Secondary Education Act of 1965 and that appropriations are made accordingly, Titles I and II would result in an increase in outlays of $31 million in fiscal year 1998 and $780 million over the 1998–2002 period.

Title III would require higher education institutions to use at least two percent of funds authorized for work study programs on tutoring and literacy activities. This requirement could be waived at the Secretary's discretion. CBO anticipates that this provision would have no impact on the federal budget.

Title IV of the bill would repeal authorizations of several education programs, none of which is funded currently. Three of the programs to be repealed are authorized to receive appropriations in fiscal years 1998 and 1999, however. Authorizations for these three programs (special programs and projects to improve education opportunities for Indian children, the De Lugo territorial education improvement program, and general territorial assistance to the Virgin Islands) total $11 million in each of fiscal years 1998 and 1999. Repealing these authorizations would reduce outlays by $1 million in fiscal year 1998 and by $22 million over the 1998–2002 period.

Pay-as-you-go considerations: None

Intergovernmental and private-sector impact: H.R. 2614 contains no intergovernmental or private sector mandates as defined in UMRA and would impose no costs on state, local, or tribal governments. Any requirements on states and local education agencies would be conditions for receiving federal assistance under the programs authorized in the bill. The bill would authorize new appropriations for Reading Grants under the Elementary and Secondary Education Act of 1965. CBO estimates that under H.R. 2614, states and local education agencies would receive $241 million annually in grants for fiscal years 1998 to 2000. The bill would also require public institutions of higher education to reserve 2 percent of their Work-Study funds for tutoring and literacy activities.

Estimate prepared by: Federal cost: Justin Latus and Christina Hawley Sadoti; Impact on State, local, and tribal governments; Marc Nicole; Impact on the private sector: Nabeel Alsalam.

Estimate approved by: Paul N. Van de Water, Assistant Director for Budget Analysis.

ROLLCALL VOTES

COMMITTEE ON EDUCATION AND THE WORKFORCE

ROLL CALL 1 **BILL** H.R. 2614 **DATE** October 22, 1997
AMENDMENT NUMBER 4 **PASSED** 20-15
SPONSOR/AMENDMENT Mr. Miller as amended by Chairman Goodling / to make available teacher qualifications in reading to any parent of a student attending local schools that received a reading subgrant

MEMBER	AYE	NO	PRESENT	NOT VOTING
Mr. GOODLING, Chairman		X		
Mr. PETRI, Vice Chairman	X			
Mrs. ROUKEMA	X			
Mr. FAWELL				X
Mr. BALLENGER		X		
Mr. BARRETT		X		
Mr. HOEKSTRA		X		
Mr. McKEON		X		
Mr. CASTLE				X
Mr. JOHNSON				X
Mr. TALENT		X		
Mr. GREENWOOD		X		
Mr. KNOLLENBERG		X		
Mr. RIGGS		X		
Mr. GRAHAM		X		
Mr. SOUDER		X		
Mr. McINTOSH				X
Mr. NORWOOD		X		
Mr. PAUL		X		
Mr. SCHAFFER				X
Mr. PETERSON				X
Mr. UPTON				X
Mr. DEAL		X		
Mr. HILLEARY		X		
Mr. SCARBOROUGH				X
Mr. CLAY	X			
Mr. MILLER	X			
Mr. KILDEE	X			
Mr. MARTINEZ	X			
Mr. OWENS	X			
Mr. PAYNE	X			
Mrs. MINK				X
Mr. ANDREWS	X			
Mr. ROEMER	X			
Mr. SCOTT	X			
Ms. WOOLSEY	X			
Mr. ROMERO-BARCELO	X			
Mr. FATTAH	X			
Mr. HINOJOSA				X
Mrs. McCARTHY	X			
Mr. TIERNEY	X			
Mr. KIND	X			
Ms. SANCHEZ	X			
Mr. FORD	X			
Mr. KUCINICH	X			
TOTALS	20	15		10

COMMITTEE ON EDUCATION AND THE WORKFORCE

ROLL CALL 2 **BILL** H.R. 2614 **DATE** October 22, 1997
AMENDMENT NUMBER 5 **PASSED** 15 - 13
SPONSOR/AMENDMENT Mr. Payne / to require the Secretary of Education to conduct a national evaluation of programs under this Title.

MEMBER	AYE	NO	PRESENT	NOT VOTING
Mr. GOODLING, Chairman		X		
Mr. PETRI, Vice Chairman				X
Mrs. ROUKEMA		X		
Mr. FAWELL		X		
Mr. BALLENGER		X		
Mr. BARRETT		X		
Mr. HOEKSTRA		X		
Mr. McKEON		X		
Mr. CASTLE				X
Mr. JOHNSON				X
Mr. TALENT				X
Mr. GREENWOOD		X		
Mr. KNOLLENBERG				X
Mr. RIGGS		X		
Mr. GRAHAM		X		
Mr. SOUDER				X
Mr. McINTOSH				X
Mr. NORWOOD		X		
Mr. PAUL				X
Mr. SCHAFFER				X
Mr. PETERSON				X
Mr. UPTON				X
Mr. DEAL		X		
Mr. HILLEARY		X		
Mr. SCARBOROUGH				X
Mr. CLAY	X			
Mr. MILLER	X			
Mr. KILDEE	X			
Mr. MARTINEZ	X			
Mr. OWENS	X			
Mr. PAYNE	X			
Mrs. MINK				X
Mr. ANDREWS	X			
Mr. ROEMER	X			
Mr. SCOTT	X			
Ms. WOOLSEY				X
Mr. ROMERO-BARCELO				X
Mr. FATTAH	X			
Mr. HINOJOSA				X
Mrs. McCARTHY	X			
Mr. TIERNEY	X			
Mr. KIND	X			
Ms. SANCHEZ				X
Mr. FORD	X			
Mr. KUCINICH	X			
TOTALS	15	13		17

Changes in Existing Law Made by the Bill, as Reported

In compliance with clause 3 of rule XIII of the Rules of the House of Representatives, changes in existing law made by the bill, as reported, are shown as follows (existing law proposed to be omitted is enclosed in black brackets, new matter is printed in italic, existing law in which no change is proposed is shown in roman):

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

* * * * * * *

TITLE I—HELPING DISADVANTAGED CHILDREN MEET HIGH STANDARDS

* * * * * * *

PART B—EVEN START FAMILY LITERACY PROGRAMS

* * * * * * *

SEC. 1202. PROGRAM AUTHORIZED.

(a) * * *

* * * * * * *

[(c) Reservation for Grants.—

[(1) Grants authorized.—In any fiscal year in which the amount appropriated to carry out this part exceeds the amount appropriated to carry out this part for the preceding fiscal year, the Secretary may reserve such funds in excess of the amount appropriated for such preceding fiscal years as do not exceed $1,000,000 to award grants, on a competitive basis, to States to enable such States to plan and implement, statewide family literacy initiatives to coordinate and integrate existing Federal, State, and local literacy resources consistent with the purposes of this part. Such coordination and integration shall include funds available under the Adult Education Act, Head Start, Even Start, and the Family Support Act of 1988.

[(2) Matching requirement.—The Secretary shall not make a grant to a State under paragraph (1) unless the State agrees that, with respect to the costs to be incurred by the eligible consortium in carrying out the activities for which the grant was awarded, the State will make available non-Federal contributions in an amount equal to not less than the Federal funds provided under the grant.]

(c) Reservation for Grants.—

(1) Grants authorized.—From funds reserved under section 15109(b)(3), the Secretary shall award grants, on a competitive basis, to States to enable such States to plan and implement, statewide family literacy initiatives to coordinate and integrate existing Federal, State, and local literacy resources consistent with the purposes of this part. Such coordination and integration shall include funds available under the Adult Education

Act, Head Start, this part, part A of this title, and part A of title IV of the Social Security Act.

(2) CONSORTIA.—

(A) ESTABLISHMENT.—To receive a grant under this subsection, a State shall establish a consortium of State-level programs under the following laws:

(i) This title.

(ii) The Head Start Act.

(iii) The Adult Education Act.

(iv) All other State-funded preschool programs and programs providing literacy services to adults.

(B) PLAN.—To receive a grant under this subsection, the consortium established by a State shall create a plan to use a portion of the State's resources, derived from the programs referred to in subparagraph (A), to strengthen and expand family literacy services in such State.

(C) COORDINATION WITH TITLE XV.—The consortium shall coordinate its activities with the activities of the reading and literacy partnership for the State established under section 15103, if the State receives a grant under such section.

(3) READING INSTRUCTION.—Statewide family literacy initiatives implemented under this subsection shall base reading instruction on reliable, replicable research on reading (as such terms are defined in section 15102).

(4) TECHNICAL ASSISTANCE.—The Secretary shall provide, directly or through a grant or contract with an organization with experience in the development and operation of successful family literacy services, technical assistance to States receiving a grant under this subsection.

(5) MATCHING REQUIREMENT.—The Secretary shall not make a grant to a State under this subsection unless the State agrees that, with respect to the costs to be incurred by the eligible consortium in carrying out the activities for which the grant was awarded, the State will make available non-Federal contributions in an amount equal to not less than the Federal funds provided under the grant.

* * * * * * *

(e) DEFINITIONS.—For the purpose of this part—

(1) * * *

* * * * * * *

(3) the term "family literacy services" means services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family (such as eliminating or reducing welfare dependency) and that integrate all of the following activities:

(A) Interactive literacy activities between parents and their children.

(B) Equipping parents to partner with their children in learning.

(C) Parent literacy training, including training that contributes to economic self-sufficiency.

(D) Appropriate instruction for children of parents receiving parent literacy services.

[(3)**]** *(4)* the terms "Indian tribe" and "tribal organization" have the meanings given such terms in section 4 of the Indian Self-Determination and Education Assistance Act; and

[(4)**]** *(5)* the term "State" includes each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

SEC. 1203. STATE PROGRAMS.

(a) STATE LEVEL ACTIVITIES.—Each State that receives a grant under section 1202(d)(1) may use not more than 5 percent of the grant funds for the costs of—

(1) administration; **[**and**]**

(2) providing, through one or more subgrants or contracts, technical assistance for program improvement and replication, to eligible entities that receive subgrants under subsection (b)**[**.**]***; and*

(3) carrying out section 1210.

* * * * * * *

SEC. 1208. AWARD OF SUBGRANTS.

(a) * * *

(b) DURATION.—

(1) * * *

* * * * * * *

[(3) CONTINUING ELIGIBILITY.—In awarding subgrant funds to continue a program under this part for the second, third, or fourth year, the State educational agency shall review the progress being made toward meeting the objectives of the program after the conclusion of the startup period, if any.

[(4) INSUFFICIENT PROGRESS.—The State educational agency may refuse to award subgrant funds if such agency finds that sufficient progress has not been made toward meeting such objectives, but only after affording the applicant notice and an opportunity for a hearing.**]**

(3) CONTINUING ELIGIBILITY.—In awarding subgrant funds to continue a program under this part for the second, third, or fourth year, the State educational agency shall evaluate the program based on the indicators of program quality developed by the State under section 1210. Such evaluation shall take place after the conclusion of the startup period, if any.

(4) INSUFFICIENT PROGRESS.—The State educational agency may refuse to award subgrant funds if such agency finds that the eligible entity has not sufficiently improved the performance of the program, as evaluated based on the indicators of program quality developed by the State under section 1210, after—

(A) providing technical assistance to the eligible entity; and

(B) affording the eligible entity notice and an opportunity for a hearing.

* * * * * * *

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SEC. 1209. EVALUATION.

From funds reserved under section 1202(b)(1), the Secretary shall provide for an independent evaluation of programs assisted under this part—

(1) to determine the performance and effectiveness of programs assisted under this part; **[**and**]**

(2) to identify effective Even Start programs assisted under this part that can be duplicated and used in providing technical assistance to Federal, State, and local programs**[**.**]**; *and*

(3) to provide States and eligible entities receiving a subgrant under this part, directly or through a grant or contract with an organization with experience in the development and operation of successful family literacy services, technical assistance to ensure local evaluations undertaken under section 1205(10) provide accurate information on the effectiveness of programs assisted under this part.

SEC. 1210. INDICATORS OF PROGRAM QUALITY.

Each State receiving funds under this part shall develop, based on the best available research and evaluation data, indicators of program quality for programs assisted under this part. Such indicators shall be used to monitor, evaluate, and improve such programs within the State. Such indicators shall include the following:

(1) With respect to eligible participants in a program who are adults—

(A) achievement in the areas of reading, writing, English language acquisition, problem solving, and numeracy;

(B) receipt of a high school diploma or a general equivalency diploma;

(C) entry into a postsecondary school, job retraining program, or employment or career advancement, including the military; and

(D) such other indicators as the State may develop.

(2) With respect to eligible participants in a program who are children—

(A) improvement in ability to read on grade level or reading readiness;

(B) school attendance;

(C) grade retention and promotion; and

(D) such other indicators as the State may develop.

SEC. 1211. RESEARCH.

(a) IN GENERAL.—The Secretary shall carry out, through grant or contract, research into the components of successful family literacy services, to use—

(1) to improve the quality of existing programs assisted under this part or other family literacy programs carried out under this Act or the Adult Education Act; and

(2) to develop models for new programs to be carried out under this Act or the Adult Education Act.

(b) DISSEMINATION.—The National Institute for Literacy shall disseminate, pursuant to section 15107, the results of the research described in subsection (a) to States and recipients of subgrants under this part.

SEC. [1210.] *1212.* CONSTRUCTION.

Nothing in this part shall be construed to prohibit a recipient of funds under this part from serving students participating in Even Start simultaneously with students with similar educational needs, in the same educational settings where appropriate.

* * * * * * *

PART E—FEDERAL EVALUATIONS, DEMONSTRATIONS, AND TRANSITION PROJECTS

* * * * * * *

[SEC. 1503. INNOVATIVE ELEMENTARY SCHOOL TRANSITION PROJECTS.

[(a) IN GENERAL.—From the amount appropriated under section 1002(g)(2), the Secretary shall provide not less than $10,000,000, but not more than $40,000,000 to support innovative transition projects in elementary schools authorized under this section.

[(b) GRANTS.—

[(1) LOCAL PROGRAMS.—The Secretary shall award grants to local educational agencies (including such agencies that operate Follow Through programs, Even Start, and other comparable programs) that have formed consortia with early childhood programs (including Head Start, where available) for the purpose of supporting projects, for children from low-income families who previously attended a Head Start program, Even Start program, or similar preschool program, which provide education and other services in early elementary grades.

[(2) PURPOSES OF PROJECTS.—The purposes of projects assisted under this section are to—

[(A) assist eligible children and their families in making a successful transition from preschool through the early elementary grades;

[(B) enable eligible children to achieve challenging academic standards through a model, developmentally appropriate, instructional program; and

[(C) support the active involvement of parents in the education of their children.

[(3) COMPONENTS.—A program assisted under this subsection—

[(A) shall provide transition to elementary school activities, such as—

[(i) development of a transition plan for each child which provides for instruction, support, and assistance through the third grade;

[(ii) transfer of each child's preschool records to the elementary school (with parental consent);

[(iii) formal meetings between a child's parent, preschool teacher, and kindergarten or first grade teacher; and

[(iv) kindergarten visits and other orientation activities for preschool children prior to enrollment in elementary school;

[(B) shall use an instructional approach which—

[(i) has been shown to be effective in providing transition services; or

[(ii) shows promise of providing effective transition services;

[(C) shall provide for the direct participation of the parents of such children in the development, operation, and evaluation of such program;

[(D) shall provide directly or through referral comprehensive educational, health, nutritional, social, and other services that aid in the continued development of eligible children to their full potential;

[(E) shall ensure that each supportive services team developed pursuant to subsection (c)(8) includes a sufficient number of family service coordinators to adequately meet the needs of eligible children and their families; and

[(F) may provide for the use of mentors who are secondary school students to assist elementary and secondary students who were formerly enrolled in Head Start or Even Start programs.

[(c) APPLICATIONS.—An application for a grant under subsection (b) shall—

[(1) describe the goals which the applicant plans to achieve;

[(2) describe the instructional approach the applicant will use, and the manner in which the applicant will implement such approach;

[(3) describe the transition to elementary school activities for which assistance is sought;

[(4) describe the members of the consortium required by subsection (b)(1);

[(5) shall include evidence that the consortium members each have performed assessments of their programs to ensure that such members have the capacity to address the health, immunization, mental health, nutrition, parenting education, literacy, social service (including substance abuse, education, and prevention), and educational needs of low-income students and their families whom the consortium members plan to serve;

[(6) describe how the project will be coordinated with title I, title VII, and other programs under this Act;

[(7) provide evidence that the proposed transition activities, instruction, and other services to be provided by the applicant have been specifically designed to build upon, and coordinate with, the services provided to eligible children and their parents by local Head Start, Even Start, and other similar preschool programs;

[(8) include—

[(A) a plan for the development of a support services team, including a family service coordinator, to—

[(i) assist families, administrators, and teachers to respond to health, immunization, mental health, nutrition, social service, and educational needs of eligible students;

[(ii) conduct home visits and help students and their families to obtain health, immunization, mental health, nutrition, parenting education, literacy, education (including tutoring and remedial services), and social services (including substance abuse treatment, education, and prevention), for which students and their families are eligible;

[(iii) coordinate a family outreach and support program, including a plan for involving parents in the management of the program under subsection (b), in cooperation with parental involvement efforts undertaken pursuant to this part, the Head Start Act, and the Individuals with Disabilities Education Act, including school-parent compacts, parent volunteer activities, parent education services and training such as the services and training provided through the Even Start program, and regular meetings; and

[(iv) assist families, administrators, and teachers in enhancing developmental continuity between the programs assisted under the Head Start Act, other early childhood development programs, and elementary school classes; or

[(B) a description of the comprehensive, coordinated services currently provided to children eligible for services under this section;

[(9) designate a member of the support services team described in paragraph (8) who will serve as the supervisor of such support services team;

[(10) contain assurances that State agencies, local agencies, and community-based organizations that provide support services to low-income students served by the local educational agency consortium have been consulted in the preparation of the plan described in paragraph (8);

[(11) contain assurances that State agencies, local agencies, and community-based organizations served by the local educational agency consortium will designate an individual who will act as a liaison to the support services team described in paragraph (8);

[(12) describe the target population to be served by the support services team described in paragraph (8), including families previously served under part C of the Head Start Act, or other comparable early childhood development program;

[(13) describe the support services to be provided, directly or through referral;

[(14) describe the Federal and non-Federal resources that will be used to carry out the program;

[(15) contain assurances that the support services described in paragraph (8) will be equipped to assist children and families with limited-English proficiency or with disabilities;

[(16) include a plan describing how the program assisted under this section will be sustained, with funding received under part A or other Federal and non-Federal funding sources, after the grant has expired; and

[(17) contain such other information as the Secretary may reasonably require.

[(d) NATIONAL ACTIVITIES.—

[(1) IN GENERAL.—Of the amount provided under subsection (a) to carry out this section, the Secretary shall use not less than $3,000,000 but not more than $5,000,000 to carry out national activities to evaluate and improve the use of innovative transition programs.

[(2) TECHNICAL ASSISTANCE AND TRAINING.—Of the amount reserved under paragraph (1), the Secretary shall use not less than $3,000,000 to award grants to public and private nonprofit agencies, institutions, and organizations to provide to consortia which receive grants under subsection (b)(1) and, to the extent feasible, to schools that are designated schoolwide programs under section 1114—

[(A) technical assistance in the implementation and expanded use of model transition and instructional approaches, including the use of appropriate pedagogy, efforts to increase parental involvement and providing access to coordinated services; and

[(B) training in conjunction with the implementation and operation of such model approaches.

[(3) COORDINATION AND DISSEMINATION.—The Secretary, in cooperation with the Secretary of Health and Human Services, may promote coordination of activities assisted under this section with the projects funded under the Head Start Transition Projects Act, including a process to—

[(A) collect information on program activities and results; and

[(B) disseminate information on successful transition programs.

[(4) EVALUATION.—(A) The Secretary, in cooperation with the Secretary of Health and Human Services, is authorized to award grants, or enter into contracts or cooperative agreements, to provide for the evaluation of the programs assisted under this section.

[(B) To the extent practicable, such evaluations shall be conducted jointly with evaluations of Head Start Transition Projects.

[(5) OTHER ACTIVITIES.—The Secretary may undertake other activities to promote the replication of successful transition programs.

[(e) COORDINATION OF REGULATIONS.—The Secretary shall work with the Secretary of Health and Human Services to coordinate regulations promulgated under this section with regulations promulgated under the Head Start Act Amendments of 1994.

[(f) GENERAL PROVISIONS.—

[(1) PRIORITY.—In awarding grants under subsection (b)(1), the Secretary shall give priority to applicants that—

[(A) will operate a project under this section at a school designated as a schoolwide program under section 1114;

[(B) serve local educational agencies that have the highest numbers or percentages of poor children; and

[(C) demonstrate a significant commitment by the community to the proposed program, as evidenced by the level of resources, both cash and in-kind, from other public and private sources available to the consortium.

[(2) SUPPLEMENT.—An application for assistance under this section may not be approved unless the Secretary is satisfied that the services to be provided by the applicant will supplement, and not supplant, services that previously provided other Federal assistance.

[(3) SUFFICIENT SIZE.—A grant under subsection (b)(1) shall be of sufficient size and scope to enable the grantee to operate a project which meets the requirements of this section.

[(4) URBAN AND RURAL GRANTS.—To the extent practicable, the Secretary shall award grants under subsection (b)(1) to consortia in both urban and rural areas.

[(5) RENEWAL GRANT.—To be eligible to renew a grant under the section, an applicant that received assistance under subsection (b)(1) shall demonstrate that the project achieved the purposes described in subsection (b)(2).

[(g) DEFINITIONS.—As used in this section:

[(1) FAMILY SERVICES COORDINATOR.—The term "family services coordinator" means an individual who has the skills necessary to assist families in obtaining support services and may be an existing employee of a local educational agency or Head Start agency.

[(2) HEAD START AGENCY.—The term "Head Start agency" means any agency designated as a Head Start agency under the Head Start Act (42 U.S.C. 9831 et seq.).

[(3) SUPPORT SERVICES.—The term "support services" means services that enhance the physical, social, emotional, and intellectual development of low-income children, including the provision of necessary support to the parents and other family members of such children.]

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TITLE V—PROMOTING EQUITY

* * * * * * *

[PART C—ASSISTANCE TO ADDRESS SCHOOL DROPOUT PROBLEMS

[SEC. 5301. SHORT TITLE.

[This part may be cited as the "School Dropout Assistance Act".

[SEC. 5302. PURPOSE.

[The purpose of this part is to reduce the number of children who do not complete their elementary and secondary education by providing grants to local educational agencies to establish—

[(1) effective programs to identify potential student dropouts, including pregnant and parenting teenagers, and prevent such students from dropping out of school;

[(2) effective programs to identify and encourage children who have already dropped out to reenter school and complete their elementary and secondary education;

[(3) effective early intervention programs designed to identify at-risk students in elementary and secondary schools; and

[(4) model systems for collecting and reporting information to local school officials on the number, ages, sex, race or ethnicity, and grade levels of the children not completing their elementary and secondary education and the reasons why such children have dropped out of school.

[SEC. 5303. GRANTS TO LOCAL EDUCATIONAL AGENCIES.

[(a) ALLOTMENT TO CATEGORIES OF LOCAL EDUCATIONAL AGENCIES.—From the amount appropriated under section 5308 for any fiscal year, the Secretary shall first reserve not more than $2,000,000 for the purposes of evaluating programs carried out with assistance under this part in accordance with section 14701. From the remaining amount, the Secretary shall allot the following percentages to each of the following categories of local educational agencies:

[(1) Local educational agencies administering schools with a total enrollment of 100,000 or more elementary and secondary school students shall be allotted 25 percent of such remaining amount.

[(2) Local educational agencies administering schools with a total enrollment of at least 20,000 but less than 100,000 elementary and secondary school students shall be allotted 40 percent of such remaining amount.

[(3) Local educational agencies administering schools with a total enrollment of less than 20,000 elementary and secondary school students shall be allotted 30 percent of such remaining amount. Grants may be made under this paragraph to educational service agencies and consortia of not more than 5 local educational agencies in any case in which the total enrollment of the largest such local educational agency is less than 20,000 elementary and secondary students. Such agencies and consortia may also apply for assistance under this part in conjunction with the State educational agency. Not less than 20 percent of funds available under this paragraph shall be awarded to local educational agencies administering schools with a total enrollment of less than 2,000 elementary and secondary school students.

[(4) Community-based organizations shall be allotted 5 percent of such remaining amount. Grants under this paragraph shall be made after consultation between the community-based organization and the local educational agency that is to benefit from such a grant.

[(b) SPECIAL CONSIDERATION.—

[(1) IN GENERAL.—The Secretary shall give special consideration to awarding funds available for each category described in paragraphs (1), (2), and (3) of subsection (a) to local educational agencies participating in an educational partnership.

[(2) EDUCATIONAL PARTNERSHIPS.—For the purpose of this part the term "educational partnerships' means a partnership between—

[(A) a local educational agency; and

[(B) a business concern or business organization, community-based organization, nonprofit private organization, institution of higher education, State educational agency, State or local public agency, private industry council (established under the Job Training Partnership Act), museum, library, or educational television or broadcasting station.

[(c) AWARD OF GRANT.—

[(1) IN GENERAL.—From the amount allotted for any fiscal year to a category of local educational agencies under subsection (a), the Secretary shall award as many grants as practicable within each such category to local educational agencies and educational partnerships whose applications have been approved by the Secretary for such fiscal year under section 5304 and whose applications propose a program of sufficient size, scope, and quality to be effective.

[(2) ADDITIONAL FUNDS.—Any local educational agency or educational partnership that has received a grant under this part shall be eligible for additional funds as provided under subsection (d).

[(3) TERMS AND CONDITIONS.—Grants under this part shall be made under such terms and conditions as the Secretary shall prescribe.

[(d) USE OF FUNDS WHEN NOT FULLY ALLOTTED TO CATEGORIES UNDER SUBSECTION (a).—

[(1) IN GENERAL.—Whenever the Secretary determines that the full amount of the sums allotted under any category set forth under subsection (a) will not be required for applications of the local educational agencies in the case of categories described in paragraphs (1), (2), or (3) of subsection (a), the Secretary shall make the amount not so required available to another category under subsection (a). In carrying out the provisions of this subsection, the Secretary shall assure that the transfer of amounts from one category to another is made to a category in which there is the greatest need for funds.

[(2) PEER REVIEW.—In order to transfer funds under this subsection, the Secretary shall use a peer review process to determine that such excess funds are not needed to fund projects in particular categories and shall prepare a list of the categories in which funds were not fully expended and the reasons therefor, and make such list available to local educational agencies and educational partnerships upon request. The Secretary may use the peer review process to determine grant recipients of funds transferred in accordance with this subsection.

[(e) FEDERAL SHARE.—

[(1) FEDERAL SHARE.—The Federal share of a grant under this part may not exceed—

[(A) 90 percent of the total cost of a project for the first year for which the project receives assistance under this part; and

[(B) 75 percent of such cost in each such succeeding fiscal year.

[(2) REMAINING COSTS.—The remaining cost of a project that receives assistance under this part may be paid from any source other than funds made available under this part, except that not more than 10 percent of the remaining cost in any fiscal year may be provided from Federal sources other than this part.

[(3) NON-FEDERAL SHARE.—The share of payments from sources other than funds made available under this part may be in cash or in kind fairly evaluated, including plant, equipment or services.

[SEC. 5404. APPLICATION.

[(a) APPLICATION REQUIRED.—

[(1) IN GENERAL.—A grant under this part may be made only to a local educational agency or an educational partnership which submits an application to the Secretary containing such information as may be required by the Secretary by regulation.

[(2) DURATION.—Each such application shall be for a three-year period.

[(b) CONTENTS.—Each such application shall—

[(1) provide documentation of—

[(A) the number of children who were enrolled in the schools to be served by the applicant for the five academic years prior to the date application is made who have not completed their elementary or secondary education and who are classified as school dropouts; and

[(B) the percentage that such number of children is of the total school-age population in the applicant's schools;

[(2) include a plan for the development and implementation of a school dropout information collection and reporting system for documenting the extent and nature of the dropout problem, which system shall collect and cross tabulate data, where feasible, by sex according to race or ethnicity and socioeconomic status;

[(3) include a plan for coordinated activities involving not less than one secondary school and its feeder junior high or middle schools and elementary schools for local educational agencies that have feeder systems;

[(4) when applicable, describe how programs assisted under this part will be coordinated with, and not duplicate, programs assisted under title I;

[(5) include a description of how the program assisted under this part is consistent with the second National Education Goal, relating to school completion, and other Federal programs as appropriate; and

[(6) contain such other information as the Secretary considers necessary to determine the nature of the local needs, the quality of the proposed project, and the capability of the applicant to carry out the project.

[(c) PRIORITY.—The Secretary shall, in approving applications under this section, give priority to applications which—

[(1) demonstrate the replication of successful programs conducted in other local educational agencies or the expansion of successful programs within a local educational agency; and

[(2) reflect very high numbers or very high percentages of school dropouts in the schools of the applicant in each category described in section 5303(a).

[(d) SPECIAL CONSIDERATION.—The Secretary shall give additional special consideration to applications that include—

[(1) provisions which emphasize early intervention services designed to identify at-risk students in elementary or early secondary schools; and

[(2) provisions for significant parental involvement.

[(e) GRANTS FOR NEW GRANTEES.—In awarding grants under this part the Secretary shall use only the priorities and special considerations described in subsections (c) and (d).

[(f) CONTINUATION OF ASSISTANCE.—For the two fiscal years beginning after the date of enactment of the Improving America's Schools Act of 1994, the Secretary shall approve an application under this section for a local educational agency which received funding in fiscal year 1994 under the School Dropout Demonstration Assistance Act of 1988 (20 U.S.C. 3241 et seq.) and which—

[(1) satisfies the requirements of this section;

[(2) qualifies for special consideration or priority under—

[(A) section 5303(b); and

[(B) subsections (c) and (d) of this section; and

[(3) provides evidence that the program for which such agency is seeking assistance is effective in—

[(A) providing early intervention services to at-risk students in elementary and secondary schools;

[(B) identifying potential student dropouts; and

[(C) preventing students from dropping out of school.

[SEC. 5305. AUTHORIZED ACTIVITIES.

[Grants under this part shall be used to carry out activities and services described in applications approved under section 5304. In addition, grants may be used for educational, occupational, and basic skills testing services and activities, including—

[(1) the establishment of systemwide or school-level policies, procedures, and plans for dropout prevention and school reentry;

[(2) the development and implementation of activities, including extended day or summer programs, designed to address poor achievement, basic skills deficiencies, language deficiencies, or course failures, in order to assist students at risk of dropping out of school and students reentering school, including youth returning to school from a correctional or other facility operated for delinquent youth;

[(3) the establishment or expansion of work-study, apprentice, or internship programs;

[(4) the use of resources of the community, including contracting with public or private entities or community-based organizations of demonstrated performance, to provide services to the grant recipient or the target population;

[(5) the evaluation and revision of program placement of students at risk;

[(6) the evaluation of program effectiveness of dropout programs;

[(7) the development and implementation of programs for traditionally underserved groups of students;

[(8) the implementation of activities which will improve student motivation and the school learning environment;

[(9) the provision of training for school personnel on strategies and techniques designed to—

[(A) identify children at risk of dropping out of school;

[(B) intervene in the instructional program for such children with support and remedial services;

[(C) develop realistic expectations for student performance; and

[(D) improve student-staff interactions;

[(10) the study of the relationship between drugs and school dropouts and between youth gangs and school dropouts, and the coordination of dropout prevention and reentry programs with appropriate drug prevention and community organizations for the prevention of youth gangs;

[(11) the study of the relationship between disabling conditions and student dropouts;

[(12) the study of the relationship between the dropout rate for gifted and talented students compared to the dropout rate for the general student enrollment;

[(13) the use of educational telecommunications and broadcasting technologies and educational materials designed to extend, motivate, and reinforce school, community, and home dropout prevention and reentry activities;

[(14) the development and implementation of efforts to identify and address factors in a student's decision to drop out of school that are related to gender and family roles, including activities and services designed to meet the needs of pregnant and parenting teenagers;

[(15) the provision of other educational, occupational and testing services and activities which directly relate to the purpose of this part;

[(16) activities which offer jobs and college admissions for successful completion of the program for which assistance is sought;

[(17) summer employment programs;

[(18) occupational training programs;

[(19) career opportunity and skills counseling;

[(20) job placement services;

[(21) the development of skill employment competency testing programs;

[(22) special school staff training projects; and

[(23) mentoring programs.

[SEC. 5306. DISTRIBUTION OF ASSISTANCE; LIMITATION ON COSTS.

[(a) DISTRIBUTION OF ASSISTANCE.—The Secretary shall ensure that, to the extent practicable, in approving grant applications under this part—

[(1) grants are equitably distributed on a geographic basis within each category set forth in section 5303(a);

[(2) the amount of a grant to a local educational agency or an educational partnership for a fiscal year is proportionate to the extent and severity of the local school dropout problem;

[(3) not less than 30 percent of the amount available for grants in each fiscal year is used for activities relating to school dropout prevention; and

[(4) not less than 30 percent of the amount available for grants in each fiscal year is used for activities relating to persuading school dropouts to return to school and assisting former school dropouts with specialized services once school dropouts return to school.

[(b) ADMINISTRATIVE COSTS.—Not more than five percent of any grant made under this part may be used for administrative costs.

[SEC. 5307. REPORTS.

[(a) ANNUAL REPORTS.—The Secretary shall submit to the Congress a report by January 1 of each year, beginning on January 1, 1995, which sets forth the progress of the Commissioner of Education Statistics, established under section 403(b) of the National Education Statistics Act of 1994, to implement a definition and data collection process for school dropouts in elementary and secondary schools, including statistical information for the number and percentage of elementary and secondary school students by gender, race, and ethnic origin who drop out of school each year, including dropouts—

[(1) throughout the Nation by rural and urban location as defined by the Secretary; and

[(2) in each of the individual States and the District of Columbia.

[(b) RECOMMENDATIONS.—The report under subsection (a) shall also contain recommendations on ways in which the Federal Government, States and localities can further support the implementation of an effective methodology to accurately measure school dropout and retention rates on the national, State, and local levels.

[SEC. 5308. AUTHORIZATION OF APPROPRIATIONS.

[There are authorized to be appropriated $50,000,000 for fiscal year 1995, and such sums as may be necessary for each of the 4 succeeding fiscal years, to carry out this part.]

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TITLE VIII—IMPACT AID

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[SEC. 8006. PAYMENTS FOR SUDDEN AND SUBSTANTIAL INCREASES IN ATTENDANCE OF MILITARY DEPENDENTS.

[(a) ELIGIBILITY.—A local educational agency is eligible for a payment under this section if—

[(1) the number of children in average daily attendance during the school year for which the determination is made is at least 10 percent or 100 more than the number of children in average daily attendance in the school year preceding the school year for which the determination is made; and

[(2) the number of children in average daily attendance with a parent on active duty (as defined in section 101(18) of title 37, United States Code) in the Armed Forces who are in attendance at such agency because of the assignment of their parent to a new duty station between May 15 and September 30, inclusive, of the fiscal year for which the determination is made, as certified by an appropriate local official of the Department of Defense, is at least 10 percent or 100 more than the number of children in average daily attendance in the preceding school year.

[(b) APPLICATION.—A local educational agency that wishes to receive a payment under this section shall file an application with the Secretary by October 15 of the school year for which payment is requested, in such manner and containing such information as the Secretary may prescribe, including information demonstrating that such agency is eligible for such a payment.

[(c) CHILDREN TO BE COUNTED.—For each eligible local educational agency that applies for a payment under this section, the Secretary shall determine the lesser of—

[(1) the increase in the number of children in average daily attendance from the school year preceding the fiscal year for which the determination is made; and

[(2) the number of children described in subsection (a)(2).

[(d) PAYMENTS.—

[(1) IN GENERAL.—Except as provided in paragraph (2), from the amount appropriated for a fiscal year under section 8014(d), the Secretary shall pay each local educational agency with an approved application an amount equal to one-half of the national average per-pupil expenditure multiplied by the number of such children determined under subsection (c) for that local educational agency.

[(2) RATABLE REDUCTION.—(A) If the amount appropriated to carry out this section for any fiscal year is insufficient to pay the full payment that all eligible local educational agencies are eligible to receive under this section for such year, then the Secretary shall ratably reduce the payments to such agencies for such year.

[(B) If additional funds become available for making payments under paragraph (1) for such fiscal year, payments that were reduced under subparagraph (A) shall be increased on the same basis as such payments were reduced.

[(e) NOTIFICATION PROCESS.—

[(1) ESTABLISHMENT.—The Secretary shall establish, with the Secretary of Defense, a notification process relating to the closure of Department of Defense facilities, or the adjustment of personnel levels assigned to such facilities, which may substantially affect the student enrollment levels of local educational agencies which receive or may receive payments under this title.

[(2) INFORMATION.—Such process shall provide timely information regarding such closures and such adjustments—

[(A) by the Secretary of Defense to the Secretary; and

[(B) by the Secretary to the affected local educational agencies.]

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TITLE IX—INDIAN, NATIVE HAWAIIAN, AND ALASKA NATIVE EDUCATION

PART A—INDIAN EDUCATION

* * * * * * *

[Subpart 2—Special Programs and Projects To Improve Educational Opportunities for Indian Children

[SEC. 9121. IMPROVEMENT OF EDUCATIONAL OPPORTUNITIES FOR INDIAN CHILDREN.

[(a) PURPOSE.—

[(1) IN GENERAL.—It is the purpose of this section to support projects to develop, test, and demonstrate the effectiveness of services and programs to improve educational opportunities and achievement of Indian children.

[(2) COORDINATION.—The Secretary shall take such actions as are necessary to achieve the coordination of activities assisted under this subpart with—

[(A) other programs funded under this Act; and

[(B) other Federal programs operated for the benefit of American Indian and Alaska Native children.

[(b) ELIGIBLE ENTITIES.—For the purpose of this section, the term "eligible entity" means a State educational agency, local educational agency, Indian tribe, Indian organization, federally supported elementary and secondary school for Indian students, Indian institution, including an Indian institution of higher education, or a consortium of such institutions.

[(c) GRANTS AUTHORIZED.—

[(1) IN GENERAL.—The Secretary shall award grants to eligible entities to enable such entities to carry out activities that meet the purpose specified in subsection (a)(1), including—

[(A) innovative programs related to the educational needs of educationally deprived children;

[(B) educational services that are not available to such children in sufficient quantity or quality, including remedial instruction, to raise the achievement of Indian children in one or more of the core academic subjects of English, mathematics, science, foreign languages, art, history, and geography;

[(C) bilingual and bicultural programs and projects;

[(D) special health and nutrition services, and other related activities, that address the special health, social, and psychological problems of Indian children;

[(E) special compensatory and other programs and projects designed to assist and encourage Indian children to enter, remain in, or reenter school, and to increase the rate of secondary school graduation;

[(F) comprehensive guidance, counseling, and testing services;

[(G) early childhood and kindergarten programs, including family-based preschool programs that emphasize school readiness and parental skills, and the provision of services to Indian children with disabilities;

[(H) partnership projects between local educational agencies and institutions of higher education that allow secondary school students to enroll in courses at the postsecondary level to aid such students in the transition from secondary school to postsecondary education;

[(I) partnership projects between schools and local businesses for school-to-work transition programs designed to provide Indian youth with the knowledge and skills the youth need to make an effective transition from school to a first job in a high-skill, high-wage career;

[(J) programs designed to encourage and assist Indian students to work toward, and gain entrance into, an institution of higher education; or

[(K) other services that meet the purpose described in subsection (a)(1).

[(2) Preservice or inservice training.—Preservice or inservice training of professional and paraprofessional personnel may be a part of any program assisted under this section.

[(d) Grant Requirements and Applications.—

[(1) Grant requirements.—(A) The Secretary may make multiyear grants under this section for the planning, development, pilot operation, or demonstration of any activity described in subsection (c) for a period not to exceed 5 years.

[(B) In making multiyear grants under this section, the Secretary shall give priority to applications that present a plan for combining two or more of the activities described in subsection (c) over a period of more than 1 year.

[(C) The Secretary shall make a grant payment to an eligible entity after the initial year of the multiyear grant only if the Secretary determines that the eligible entity has made substantial progress in carrying out the activities assisted under the grant in accordance with the application submitted under paragraph (2) and any subsequent modifications to such application.

[(D)(i) In addition to awarding the multiyear grants described in subparagraph (A), the Secretary may award grants to eligible entities for the dissemination of exemplary materials or programs assisted under this section.

[(ii) The Secretary may award a dissemination grant under this subparagraph if, prior to awarding the grant, the Secretary determines that the material or program to be disseminated has been adequately reviewed and has a demonstrated—

[(I) educational merit; and

[(II) the ability to be replicated.

[(2) Application.—(A) Any eligible entity that desires to receive a grant under this subsection shall submit an application to the Secretary at such time and in such manner as the Secretary may require.

[(B) Each application submitted to the Secretary under subparagraph (A) shall contain—

[(i) a description of how parents of Indian children and representatives of Indian tribes have been, and will be, involved in developing and implementing the activities for which assistance is sought;

[(ii) assurances that the applicant will participate, at the request of the Secretary, in any national evaluation of activities assisted under this section; and

[(iii) such other assurances and information as the Secretary may reasonably require.

[SEC. 9122. PROFESSIONAL DEVELOPMENT.

[(a) Purposes.—The purposes of this section are—

[(1) to increase the number of qualified Indian individuals in professions that serve Indian people;

[(2) to provide training to qualified Indian individuals to enable such individuals to become teachers, administrators, teacher aides, social workers, and ancillary educational personnel; and

[(3) to improve the skills of qualified Indian individuals who serve in the capacities described in paragraph (2).

[(b) Eligible Entities.—For the purpose of this section, the term "eligible entity" means—

[(1) an institution of higher education, including an Indian institution of higher education;

[(2) a State or local educational agency, in consortium with an institution of higher education; and

[(3) an Indian tribe or organization, in consortium with an institution of higher education.

[(c) Program Authorized.—The Secretary is authorized to award grants to eligible entities having applications approved under this section to enable such entities to carry out the activities described in subsection (d).

[(d) Authorized Activities.—

[(1) In general.—Grant funds under this section shall be used to provide support and training for Indian individuals in a manner consistent with the purposes of this section. Such activities may include but are not limited to, continuing programs, symposia, workshops, conferences, and direct financial support.

[(2) Special rules.—(A) For education personnel, the training received pursuant to a grant under this section may be inservice or preservice training.

[(B) For individuals who are being trained to enter any field other than education, the training received pursuant to a grant under this section shall be in a program that results in a graduate degree.

[(e) Application.—

[(1) In general.—Each eligible entity desiring a grant under this section shall submit an application to the Secretary at such time, in such manner and accompanied by such information, as the Secretary may reasonably require.

[(2) Preference.—In awarding grants under this section, the Secretary shall give preference to applications describing programs that train Indian individuals.

[(f) Special Rule.—In making grants under this section, the Secretary—

[(1) shall consider the prior performance of the eligible entity; and

[(2) may not limit eligibility to receive a grant under this section on the basis of—

[(A) the number of previous grants the Secretary has awarded such entity; or

[(B) the length of any period during which such entity received such grants.

[(g) Grant Period.—Each grant under this section shall be awarded for a program of not more than 5 years.

[(h) Service Obligation.—

[(1) In general.—The Secretary shall require, by regulation, that an individual who receives training pursuant to a grant made under this section—

[(A) perform work—

[(i) related to the training received under this section; and

[(ii) that benefits Indian people; or

[(B) repay all or a prorated part of the assistance received.

[(2) Reporting.—The Secretary shall establish, by regulation, a reporting procedure under which a grant recipient under this section shall, not later than 12 months after the date of completion of the training, and periodically thereafter, provide information concerning the compliance of such recipient with the work requirement under paragraph (1).

[SEC. 9123. FELLOWSHIPS FOR INDIAN STUDENTS.

[(a) Fellowships.—

[(1) Authority.—The Secretary is authorized to award fellowships to Indian students to enable such students to study in graduate and professional programs at institutions of higher education.

[(2) Requirements.—The fellowships described in paragraph (1) shall be awarded to Indian students to enable such students to pursue a course of study—

[(A) of not more than 4 academic years; and

[(B) that leads—

[(i) toward a postbaccalaureate degree in medicine, clinical psychology, psychology, law, education, and related fields; or

[(ii) to an undergraduate or graduate degree in engineering, business administration, natural resources, and related fields.

[(b) Stipends.—The Secretary shall pay to Indian students awarded fellowships under subsection (a) such stipends (including allowances for subsistence of such students and dependents of such students) as the Secretary determines to be consistent with prevailing practices under comparable federally supported programs.

[(c) Payments to Institutions in Lieu of Tuition.—The Secretary shall pay to the institution of higher education at which a fellowship recipient is pursuing a course of study, in lieu of tuition charged such recipient, such amounts as the Secretary may determine to be necessary to cover the cost of education provided such recipient.

[(d) Special Rules.—

[(1) In general.—If a fellowship awarded under subsection (a) is vacated prior to the end of the period for which the fellowship is awarded, the Secretary may award an additional fellowship for the unexpired portion of the period of the fellowship.

[(2) Written notice.—Not later than 45 days before the commencement of an academic term, the Secretary shall provide to each individual who is awarded a fellowship under subsection (a) for such academic term written notice of—

[(A) the amount of the fellowship; and

[(B) any stipends or other payments that will be made under this section to, or for the benefit of, the individual for the academic term.

[(3) PRIORITY.—Not more than 10 percent of the fellowships awarded under subsection (a) shall be awarded, on a priority basis, to persons receiving training in guidance counseling with a speciality in the area of alcohol and substance abuse counseling and education.

[(e) SERVICE OBLIGATION.—

[(1) IN GENERAL.—The Secretary shall require, by regulation, that an individual who receives financial assistance under this section—

[(A) perform work—

[(i) related to the training for which the individual receives assistance under this section; and

[(ii) that benefits Indian people; or

[(B) repay all or a prorated portion of such assistance.

[(2) REPORTING PROCEDURE.—The Secretary shall establish, by regulation, a reporting procedure under which the recipient of training assistance under this section, not later than 12 months after the date of completion of the training and periodically thereafter, shall provide information concerning the compliance of such recipient with the work requirement under paragraph (1).

[(f) ADMINISTRATION OF FELLOWSHIPS.—The Secretary may administer the fellowships authorized under this section through a grant to, or contract or cooperative agreement with, an Indian organization with demonstrated qualifications to administer all facets of the program assisted under this section.

[SEC. 9124. GIFTED AND TALENTED.

[(a) PROGRAM AUTHORIZED.—The Secretary is authorized to—

[(1) establish two centers for gifted and talented Indian students at tribally controlled community colleges in accordance with this section; and

[(2) support demonstration projects described in subsection (c).

[(b) ELIGIBLE ENTITIES.—The Secretary shall make grants to, or enter into contracts, for the activities described in subsection (a), with—

[(1) two tribally controlled community colleges that—

[(A) are eligible for funding under the Tribally Controlled Community College Assistance Act of 1978; and

[(B) are fully accredited; or

[(2) if the Secretary does not receive applications that the Secretary determines to be approvable from two colleges that meet the requirements of paragraph (1), the American Indian Higher Education Consortium.

[(c) USE OF FUNDS.—

[(1) IN GENERAL.—The grants made, or contracts entered into, by the Secretary under subsection (a) shall be used for—

[(A) the establishment of centers described in subsection (a); and

[(B) carrying out demonstration projects designed to—

[(i) address the special needs of Indian students in elementary and secondary schools who are gifted and talented; and

[(ii) provide such support services to the families of the students described in clause (i) as are needed to enable such students to benefit from the projects.

[(2) SUBCONTRACTS.—Each recipient of a grant or contract under subsection (a) may enter into a contract with any other entity, including the Children's Television Workshop, to carry out the demonstration project under this subsection.

[(3) DEMONSTRATION PROJECTS.—Demonstration projects assisted under subsection (a) may include—

[(A) the identification of the special needs of gifted and talented Indian students, particularly at the elementary school level, giving attention to—

[(i) the emotional and psychosocial needs of such students; and

[(ii) providing such support services to the families of such students as are needed to enable such students to benefit from the project;

[(B) the conduct of educational, psychosocial, and developmental activities that the Secretary determines holds a reasonable promise of resulting in substantial progress toward meeting the educational needs of such gifted and talented children, including but not limited to—

[(i) demonstrating and exploring the use of Indian languages and exposure to Indian cultural traditions; and

[(ii) mentoring and apprenticeship programs;

[(C) the provision of technical assistance and the coordination of activities at schools that receive grants under subsection (d) with respect to the activities assisted under such grants, the evaluation of programs assisted under such grants, or the dissemination of such evaluations;

[(D) the use of public television in meeting the special educational needs of such gifted and talented children;

[(E) leadership programs designed to replicate programs for such children throughout the United States, including disseminating information derived from the demonstration projects conducted under subsection (a); and

[(F) appropriate research, evaluation, and related activities pertaining to the needs of such children and to the provision of such support services to the families of such children that are needed to enable such children to benefit from the project.

[(4) APPLICATION.—Each entity desiring a grant under subsection (a) shall submit an application to the Secretary at such time and in such manner as the Secretary may prescribe.

[(d) ADDITIONAL GRANTS.—

[(1) IN GENERAL.—The Secretary, in consultation with the Secretary of the Interior, shall award 5 grants to schools funded by the Bureau of Indian Affairs (hereafter in this section referred to as "Bureau schools") for program research and development and the development and dissemination of curriculum and teacher training material, regarding—

[(A) gifted and talented students;

[(B) college preparatory studies (including programs for Indian students with an interest in pursuing teaching careers);

[(C) students with special culturally related academic needs, including students with social, lingual, and cultural needs; or

[(D) mathematics and science education.

[(2) APPLICATIONS.—Each Bureau school desiring a grant to conduct one or more of the activities described in paragraph (1) shall submit an application to the Secretary in such form and at such time as the Secretary may prescribe.

[(3) SPECIAL RULE.—Each application described in paragraph (2) shall be developed, and each grant under this subsection shall be administered, jointly by the supervisor of the Bureau school and the local educational agency serving such school.

[(4) REQUIREMENTS.—In awarding grants under paragraph (1), the Secretary shall achieve a mixture of the programs described in paragraph (1) that ensures that Indian students at all grade levels and in all geographic areas of the United States are able to participate in a program assisted under this subsection.

[(5) GRANT PERIOD.—Subject to the availability of appropriations, grants under paragraph (1) shall be awarded for a 3-year period and may be renewed by the Secretary for additional 3-year periods if the Secretary determines that the performance of the grant recipient has been satisfactory.

[(6) DISSEMINATION.—(A) The dissemination of any materials developed from activities assisted under paragraph (1) shall be carried out in cooperation with entities that receive funds pursuant to subsection (b).

[(B) The Secretary shall report to the Secretary of the Interior and to the Congress any results from activities described in paragraph (3)(B).

[(7) EVALUATION COSTS.—(A) The costs of evaluating any activities assisted under paragraph (1) shall be divided between the Bureau schools conducting such activities and the recipients of grants or contracts under subsection (b) who conduct demonstration projects under such subsection.

[(B) If no funds are provided under subsection (b) for—

[(i) the evaluation of activities assisted under paragraph (1);

[(ii) technical assistance and coordination with respect to such activities; or

[(iii) the dissemination of the evaluations referred to in clause (i),

then the Secretary shall make such grants, or enter into such contracts, as are necessary to provide for the evaluations, technical assistance, and coordination of such activities, and the dissemination of the evaluations.

[(e) INFORMATION NETWORK.—The Secretary shall encourage each recipient of a grant or contract under this section to work cooperatively as part of a national network to ensure that the information developed by the grant or contract recipient is readily available to the entire educational community.

[SEC. 9125. GRANTS TO TRIBES FOR EDUCATION ADMINISTRATIVE PLANNING AND DEVELOPMENT.

[(a) IN GENERAL.—The Secretary may make grants to Indian tribes, and tribal organizations approved by Indian tribes, to plan and develop a centralized tribal administrative entity to—

[(1) coordinate all education programs operated by the tribe or within the territorial jurisdiction of the tribe;

[(2) develop education codes for schools within the territorial jurisdiction of the tribe;

[(3) provide support services and technical assistance to schools serving children of the tribe; and

[(4) perform child-find screening services for the preschool-aged children of the tribe to—

[(A) ensure placement in appropriate educational facilities; and

[(B) coordinate the provision of any needed special services for conditions such as disabilities and English language skill deficiencies.

[(b) PERIOD OF GRANT.—Each grant under this section may be awarded for a period of not more than 3 years, except that such grant may be renewed upon the termination of the initial period of the grant if the grant recipient demonstrates to the satisfaction of the Secretary that renewing the grant for an additional 3-year period is necessary to carry out the objectives of the grant described in subsection (c)(2)(A).

[(c) APPLICATION FOR GRANT.—

[(1) IN GENERAL.—Each Indian tribe and tribal organization desiring a grant under this section shall submit an application to the Secretary at such time, in such manner, containing such information, and consistent with such criteria, as the Secretary may prescribe in regulations.

[(2) CONTENTS.—Each application described in paragraph (1) shall contain—

[(A) a statement describing the activities to be conducted, and the objectives to be achieved, under the grant; and

[(B) a description of the method to be used for evaluating the effectiveness of the activities for which assistance is sought and determining whether such objectives are achieved.

[(3) APPROVAL.—The Secretary may approve an application submitted by a tribe or tribal organization pursuant to this section only if the Secretary is satisfied that such application, including any documentation submitted with the application—

[(A) demonstrates that the applicant has consulted with other education entities, if any, within the territorial jurisdiction of the applicant who will be affected by the activities to be conducted under the grant;

[(B) provides for consultation with such other education entities in the operation and evaluation of the activities conducted under the grant; and

[(C) demonstrates that there will be adequate resources provided under this section or from other sources to complete the activities for which assistance is sought, except that the availability of such other resources shall not be a basis for disapproval of such application.

[(d) RESTRICTION.—A tribe may not receive funds under this section if such tribe receives funds under section 1144 of the Indian Education Amendments of 1978.

[(e) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to the Department of Education $3,000,000 for each of the fiscal years 1995 through 1999 to carry out this section.

[Subpart 3—Special Programs Relating to Adult Education for Indians

[SEC. 9131. IMPROVEMENT OF EDUCATIONAL OPPORTUNITIES FOR ADULT INDIANS.

[(a) IN GENERAL.—The Secretary shall award grants to State and local educational agencies, and to Indian tribes, institutions, and organizations—

[(1) to support planning, pilot, and demonstration projects that are designed to test and demonstrate the effectiveness of programs for improving employment and educational opportunities for adult Indians;

[(2) to assist in the establishment and operation of programs that are designed to stimulate—

[(A) basic literacy opportunities for all nonliterate Indian adults; and

[(B) the provision of opportunities to all Indian adults to qualify for a secondary school diploma, or its recognized equivalent, in the shortest period of time feasible;

[(3) to support a major research and development program to develop more innovative and effective techniques for achieving literacy and secondary school equivalency for Indians;

[(4) to provide for basic surveys and evaluations to define accurately the extent of the problems of illiteracy and lack of secondary school completion among Indians; and

[(5) to encourage the dissemination of information and materials relating to, and the evaluation of, the effectiveness of education programs that may offer educational opportunities to Indian adults.

[(b) EDUCATIONAL SERVICES.—The Secretary may make grants to Indian tribes, institutions, and organizations to develop and establish educational services and programs specifically designed to improve educational opportunities for Indian adults.

[(c) INFORMATION AND EVALUATION.—The Secretary may make grants to, and enter into contracts with, public agencies and institutions and Indian tribes, institutions, and organizations, for—

[(1) the dissemination of information concerning educational programs, services, and resources available to Indian adults, including evaluations of the programs, services, and resources; and

[(2) the evaluation of federally assisted programs in which Indian adults may participate to determine the effectiveness of the programs in achieving the purposes of the programs with respect to Indian adults.

[(d) APPLICATIONS.—

[(1) IN GENERAL.—Each entity desiring a grant under this section shall submit to the Secretary an application at such time, in such manner, containing such information, and consistent with such criteria, as the Secretary may prescribe in regulations.

[(2) CONTENTS.—Each application described in paragraph (1) shall contain—

[(A) a statement describing the activities to be conducted, and the objectives to be achieved, under the grant; and

[(B) a description of the method to be used for evaluating the effectiveness of the activities for which assistance is sought and determining whether the objectives of the grant are achieved.

[(3) APPROVAL.—The Secretary shall not approve an application described in paragraph (1) unless the Secretary determines that such application, including any documentation submitted with the application, indicates—

[(A) there has been adequate participation, by the individuals to be served and appropriate tribal communities, in the planning and development of the activities to be assisted; and

[(B) the individuals and tribal communities referred to in subparagraph (A) will participate in the operation and evaluation of the activities to be assisted.

[(4) PRIORITY.—In approving applications under paragraph (1), the Secretary shall give priority to applications from Indian educational agencies, organizations, and institutions.]

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[Subpart 5—Federal Administration

[SEC. 9151. NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION.

[(a) MEMBERSHIP.—There is established a National Advisory Council on Indian Education (hereafter in this section referred to as the "Council"), which shall—

[(1) consist of 15 Indian members, who shall be appointed by the President from lists of nominees furnished, from time to time, by Indian tribes and organizations; and

[(2) represent different geographic areas of the United States.

[(b) DUTIES.—The Council shall—

[(1) advise the Secretary concerning the funding and administration (including the development of regulations and administrative policies and practices) of any program, including any program established under this part—

[(A) with respect to which the Secretary has jurisdiction; and

[(B)(i) that includes Indian children or adults as participants; or

[(ii) that may benefit Indian children or adults;

[(2) make recommendations to the Secretary for filling the position of Director of Indian Education whenever a vacancy occurs; and

[(3) submit to the Congress, not later than June 30 of each year, a report on the activities of the Council, including—

[(A) any recommendations that the Council considers appropriate for the improvement of Federal education programs that include Indian children or adults as participants, or that may benefit Indian children or adults; and

[(B) recommendations concerning the funding of any program described in subparagraph (A).

[SEC. 9152. PEER REVIEW.

[The Secretary may use a peer review process to review applications submitted to the Secretary under subpart 2, 3, or 4.

[SEC. 9153. PREFERENCE FOR INDIAN APPLICANTS.

[In making grants under subpart 2, 3, or 4, the Secretary shall give a preference to Indian tribes, organizations, and institutions of higher education under any program with respect to which Indian tribes, organizations, and institutions are eligible to apply for grants.

[SEC. 9154. MINIMUM GRANT CRITERIA.

[The Secretary may not approve an application for a grant under subpart 2 or 3 unless the application is for a grant that is—

[(1) of sufficient size, scope, and quality to achieve the purpose or objectives of such grant; and

[(2) based on relevant research findings.]

Subpart 6—Definitions; Authorizations of Appropriations

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SEC. 9162. AUTHORIZATIONS OF APPROPRIATIONS.

(a) * * *

[(b) SUBPARTS 2 THROUGH 4.—For the purpose of carrying out subparts 2, 3, and 4 of this part, there are authorized to be appropriated to the Department of Education $26,000,000 for fiscal year 1995 and such sums as may be necessary for each of the four succeeding fiscal years.

[(c) SUBPART 5.—For the purpose of carrying out subpart 5 of this part, there are authorized to be appropriated to the Department of Education $3,775,000 for fiscal year 1995 and such sums as may be necessary for each of the four succeeding fiscal years.]

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TITLE X—PROGRAMS OF NATIONAL SIGNIFICANCE

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[PART H—DE LUGO TERRITORIAL EDUCATION IMPROVEMENT PROGRAM

[SEC. 10801. FINDINGS AND PURPOSES.

[(a) FINDINGS.—The Congress finds that—

[(1) the attainment of a high quality education is important to a society and to each individual;

[(2) it is the policy of the United States that all citizens have a fair opportunity to receive a high quality education;

[(3) such opportunity should extend to United States citizens and nationals residing in the outlying areas;

[(4) reports show that the outlying areas have repeatedly placed last in national education tests which measure knowledge in core subject areas;

[(5) all students must realize their potential if the United States is to prosper; and

[(6) students in the outlying areas require additional assistance if such students are to obtain the high standards established for all students in the United States.

[(b) PURPOSES.—The purpose of this part is to authorize an education improvement program for the outlying areas which will assist in developing programs which will enhance student learning, increase the standard of education, and improve the performance levels of all students.

[SEC. 10802. GRANT AUTHORIZATION.

[The Secretary is authorized to make grants to the outlying areas to fund innovative education improvement programs which will increase student learning.

[SEC. 10803. CONSTRUCTION.

[No funds from a grant under section 10802 may be used for construction.

[SEC. 10804. AUTHORIZATION OF APPROPRIATIONS.

[There are authorized to be appropriated to carry out this subpart $3,000,000 for each of the fiscal years 1994 through 1999.]

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[PART L—THE EXTENDED TIME FOR LEARNING AND LONGER SCHOOL YEAR

[SEC. 10993. THE EXTENDED TIME FOR LEARNING AND LONGER SCHOOL YEAR.

[(a) FINDINGS.—The Congress finds that—

[(1) the Commission on Time and Learning has found that—

[(A) realizing the third National Education Goal, that states all students will leave grades four, eight and twelve having demonstrated competency in challenging subject matter, including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, will require considerably more common core learning time than most students now receive;

[(B) ensuring that all students learn to high standards will require flexibility and innovation in the use of common core learning time, as well as the rest of the time students spend both during and beyond the school day;

[(C) teachers need regular, sustained time for lesson development, collegial collaboration and other professional development;

[(D) schools, businesses, community-based organizations, tribal leaders, and other community agencies and members should work together to foster effective learning and enrichment programs and activities for students, including programs that operate outside of the regular school day or year;

[(E) for most students in the United States, the school year is 180 days long. In Japan students go to school 243 days per year, in Germany students go to school 240 days per year, in Austria students go to school 216 days per year, in Denmark students go to school 200 days per year, and in Switzerland students go to school 195 days per year; and

[(F) in the final four years of schooling, students in schools in the United States are required to spend a total of 1,460 hours on core academic subjects, less than half of the 3,528 hours so required in Germany, the 3,280 hours so required in France, and the 3,170 hours so required in Japan;

[(2) increasing the amount and duration of intensive, engaging and challenging learning activities geared to high standards can increase student motivation and achievement;

[(3) the benefits of extending learning time, including common core instructional time, can be maximized by concurrent changes in curriculum and instruction, such as accelerated learning, and engaging, interactive instruction based on challenging content;

[(4) maximizing the benefit of increased common core and other learning time will require the collaboration and cooperation of teachers and administrators, students, parents, community members and organizations, businesses and others to develop strategies to meet the needs of students during and beyond the school day and year;

[(5) a competitive world economy requires that students in the United States receive education and training that is at least as rigorous and high-quality as the education and training received by students in competitor countries;

[(6) despite our Nation's transformation from a farm-based economy to one based on manufacturing and services, the school year is still based on the summer needs of an agrarian economy;

[(7) American students' lack of formal schooling is not counterbalanced with more homework. The opposite is true, as half of all European students report spending at least two hours on homework per day, compared to only 29 percent of American students. Twenty-two percent of American students watch five or more hours of television per day, while less than eight percent of European students watch that much television;

[(8) more than half of teachers surveyed in the United States cite "children who are left on their own after school" as a major problem;

[(9) over the summer months, disadvantaged students not only fail to advance academically, but many forget much of what such students had learned during the previous school year;

[(10) funding constraints as well as the strong pull of tradition have made extending the school year difficult for most States and school districts; and

[(11) experiments with extended and multi-track school years have been associated with both increased learning and more efficient use of school facilities.

[(b) PURPOSES.—It is the purpose of this part to—

[(1) provide seed money to schools and local educational agencies to enable such agencies to devise and implement strategies and methods for upgrading the quality of, and extending, challenging, engaging learning time geared to high standards for all students; and

[(2) allow the Secretary to provide financial incentives and assistance to States or local educational agencies to enable such States or agencies to substantially increase the amount of time that students spend participating in quality academic programs, and to promote flexibility in school scheduling.

[(c) PROGRAM AUTHORIZED.—

[(1) IN GENERAL.—The Secretary is authorized to award grants to local educational agencies having applications approved under subsection (d) to enable such agencies to carry out the authorized activities described in subsection (e) in public elementary and secondary schools.

[(2) AMOUNT.—The Secretary shall, to the extent practicable, provide an equitable distribution of grants under this section.

[(3) DURATION.—Each grant under subsection (a) shall be awarded for a period of not more than three years.

[(4) PRIORITY.—The Secretary shall give priority to awarding grants under this part to local educational agencies that serve schools with high percentages of students in poverty.

[(d) APPLICATION.—Each local educational agency desiring a grant under this section shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may require. Each such application shall describe—

[(1) the activities for which assistance is sought;

[(2) any study or other information-gathering project for which funds will be used;

[(3) strategies and methods the applicant will use to enrich and extend learning time for all students and to maximize the percentage of common core learning time in the school day, such as block scheduling, team teaching, longer school days or years, and extending learning time through new distance-learning technologies;

[(4) the strategies and methods the applicant will use, including changes in curriculum and instruction, to challenge and engage students and to maximize the productiveness of common core learning time, as well as the total time students spend in school and in school-related enrichment activities;

[(5) the strategies and methods the applicant intends to employ to provide continuing financial support for the implementation of any extended school day or school year;

[(6) with respect to any application seeking assistance for activities described under subsection (e)(4), a description of any feasibility or other studies demonstrating the sustainability of a longer school year;

[(7) the extent of involvement of teachers and other school personnel in investigating, designing, implementing and sustaining the activities assisted under this part;

[(8) the process to be used for involving parents and other stakeholders in the development and implementation of the activities assisted under this part;

[(9) any cooperation or collaboration among public housing authorities, libraries, businesses, museums, community-based organizations, and other community groups and organizations to extend engaging, high-quality, standards-based learning time outside of the school day or year, at the school or at some other site;

[(10) the training and professional development activities that will be offered to teachers and others involved in the activities assisted under this part;

[(11) the goals and objectives of the activities assisted under this part, including a description of how such activities will assist all students to reach State standards;

[(12) the methods by which the applicant will assess progress in meeting such goals and objectives; and

[(13) how the applicant will use funds provided under this part in coordination with other funds provided under this Act or other Federal laws.

[(e) AUTHORIZED ACTIVITIES.—Funds under this section may be used—

[(1) to study the feasibility of, and effective methods for, extending learning time within or beyond the school day or year, including consultation with other schools or local educational agencies that have designed or implemented extended learning time programs;

[(2) to conduct outreach to and consult with community members, including parents, students, and other stakeholders, such as tribal leaders, to develop a plan to extend learning time within or beyond the school day or year;

[(3) to develop and implement an outreach strategy that will encourage collaboration with public housing authorities, libraries, businesses, museums, community-based organizations, and other community groups and organizations to coordinate challenging, high-quality educational activities outside of the school day or year;

[(4) to support public school improvement efforts that include expansion of time devoted to core academic subjects and the extension of the school year to 210 days;

[(5) to research, develop and implement strategies, including changes in curriculum and instruction, for maximizing the quality and percentage of common core learning time in the school day and extending learning time during or beyond the school day or year;

[(6) to provide professional development for school staff in innovative teaching methods that challenge and engage students, and also increase the productivity of extended learning time; and

[(7) to develop strategies to include parents, business representatives, and other community members in the extended time activities, especially as facilitators of activities that enable teachers to have more time for planning, individual student assistance, and professional development activities.

[(f) DEFINITIONS.—For the purpose of this section the term "common core learning time" means high-quality, engaging instruction in challenging content in each of the following core academic subjects described in the third National Education Goal:

[(1) English.
[(2) Mathematics.
[(3) Science.
[(4) Foreign languages.
[(5) Civics and government.
[(6) Economics.
[(7) Arts.
[(8) History.
[(9) Geography.

[(g) ADMINISTRATION.—

[(1) PEER REVIEW.—The Secretary shall award grants under this section pursuant to a peer review process.

[(2) DIVERSITY.—In awarding grants under this section the Secretary shall ensure that such grants are awarded to a diversity of local educational agencies, including such agencies that serve rural and urban areas.

[(h) APPROPRIATIONS AUTHORIZATION.—

[(1) IN GENERAL.—For the purpose of carrying out this section there are authorized to be appropriated $90,000,000 for fiscal year 1995 and such sums as may be necessary for each of the four succeeding fiscal years.

[(2) LIMITATION.—Not less than 80 percent of any amount appropriated under paragraph (1) shall be made available to applicants seeking to extend their school year to not fewer than 210 days.

[PART M—TERRITORIAL ASSISTANCE

[SEC. 10995. GENERAL ASSISTANCE FOR THE VIRGIN ISLANDS.

[There are authorized to be appropriated $5,000,000 for fiscal year 1995 and for each of the 4 succeeding fiscal years, for the purpose of providing general assistance to improve public education in the Virgin Islands.]

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TITLE XV—READING GRANTS

SEC. 15101. PURPOSE.

The purposes of this title are as follows:

(1) To teach every child to read in their early childhood years—

(A) as soon as they are ready to read; or

(B) as soon as possible once they enter school, but not later than 3d grade.

(2) To improve the reading skills of students, and the in-service instructional practices for teachers who teach reading, through the use of findings from reliable, replicable research on reading, including phonics.

(3) To expand the number of high-quality family literacy programs.

(4) To reduce the number of children who are inappropriately referred to special education due to reading difficulties.

SEC. 15102. DEFINITIONS.

For purposes of this title:

(1) ELIGIBLE PROFESSIONAL DEVELOPMENT PROVIDER.—The term "eligible professional development provider" means a provider of professional development in reading instruction to teachers that is based on reliable, replicable research on reading.

(2) ELIGIBLE RESEARCH INSTITUTION.—The term "eligible research institution" means an institution of higher education at which reliable, replicable research on reading has been conducted.

(3) FAMILY LITERACY SERVICES.—The term "family literacy services" means services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family (such as eliminating or reducing welfare dependency) and that integrate all of the following activities:

(A) Interactive literacy activities between parents and their children.

(B) Equipping parents to partner with their children in learning.

(C) Parent literacy training, including training that contributes to economic self-sufficiency.

(D) Appropriate instruction for children of parents receiving parent literacy services.

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(4) READING.—The term "reading" means the process of comprehending the meaning of written text by depending on—

(A) the ability to use phonics skills, that is, knowledge of letters and sounds, to decode printed words quickly and effortlessly, both silently and aloud;

(B) the ability to use previously learned strategies for reading comprehension; and

(C) the ability to think critically about the meaning, message, and aesthetic value of the text.

(5) READING READINESS.—The term "reading readiness" means activities that—

(A) provide experience and opportunity for language development;

(B) create appreciation of the written word;

(C) develop an awareness of printed language, the alphabet, and phonemic awareness; and

(D) develop an understanding that spoken and written language is made up of phonemes, syllables, and words.

(6) RELIABLE, REPLICABLE RESEARCH.—The term "reliable, replicable research" means objective, valid, scientific studies that—

(A) include rigorously defined samples of subjects that are sufficiently large and representative to support the general conclusions drawn;

(B) rely on measurements that meet established standards of reliability and validity;

(C) test competing theories, where multiple theories exist;

(D) are subjected to peer review before their results are published; and

(E) discover effective strategies for improving reading skills.

SEC. 15103. GRANTS TO READING AND LITERACY PARTNERSHIPS.

(a) PROGRAM AUTHORIZED.—The Secretary may make grants on a competitive basis to reading and literacy partnerships for the purpose of permitting such partnerships to make subgrants under sections 15104 and 15105.

(b) READING AND LITERACY PARTNERSHIPS.—

(1) COMPOSITION.—

(A) REQUIRED PARTICIPANTS.—In order to receive a grant under this section, a State shall establish a reading and literacy partnership consisting of at least the following participants:

(i) The Governor of the State.

(ii) The chief State school officer.

(iii) The chairman and the ranking member of each committee of the State legislature that is responsible for education policy.

(iv) A representative, selected jointly by the Governor and the chief State school officer, of at least 1 local educational agency that has at least 1 school that is identified for school improvement under section 1116(c) in the geographic area served by the agency.

(v) A representative, selected jointly by the Governor and the chief State school officer, of a community-

based organization working with children to improve their reading skills, particularly a community-based organization using volunteers.

(B) Optional participants.—A reading and literacy partnership may include additional participants, who shall be selected jointly by the Governor and the chief State school officer, which may include—

(i) State directors of appropriate Federal or State programs with a strong reading component;

(ii) a parent of a public or private school student or a parent who educates their child or children in their home;

(iii) a teacher who teaches reading; or

(iv) a representative of (I) an institution of higher education operating a program of teacher preparation in the State; (II) a local educational agency; (III) an eligible research institution; (IV) a private nonprofit or for-profit eligible professional development provider providing instruction based on reliable, replicable research on reading; (V) a family literacy service provider; (VI) an adult education provider; (VII) a volunteer organization that is involved in reading programs; or (VIII) a school or a public library that offers reading or literacy programs for children or families.

(2) Agreement.—The contractual agreement that establishes a reading and literacy partnership—

(A) shall specify—

(i) the nature and extent of the association among the participants referred to in paragraph (1); and

(ii) the roles and duties of each such participant; and

(B) shall remain in effect during the entire grant period proposed in the partnership's grant application under subsection (e).

(3) Functions.—Each reading and literacy partnership for a State shall prepare and submit an application under subsection (e) and, if the partnership receives a grant under this section—

(A) shall solicit applications for, and award, subgrants under sections 15104 and 15105;

(B) shall oversee the performance of the subgrants and submit performance reports in accordance with subsection (h);

(C) if sufficient grant funds are available under this title—

(i) work to enhance the capacity of agencies in the State to disseminate reliable, replicable research on reading to schools, classrooms, and providers of early education and child care;

(ii) facilitate the provision of technical assistance to subgrantees under sections 15104 and 15105 by providing them information about technical assistance providers; and

(iii) build on, and promote coordination among, literacy programs in the State, in order to increase their

effectiveness and to avoid duplication of their efforts; and

(D) shall ensure that each local educational agency to which the partnership makes a subgrant under section 15104 makes available, upon request and in an understandable and uniform format, to any parent of a student attending any school selected under section 15104(a)(2) in the geographic area served by the agency, information regarding the qualifications of the student's classroom teacher to provide instruction in reading.

(4) FISCAL AGENT.—The State educational agency shall act as the fiscal agent for the reading and literacy partnership for the purposes of receipt of funds from the Secretary, disbursement of funds to subgrantees under sections 15104 and 15105, and accounting for such funds.

(c) PRE-EXISTING PARTNERSHIP.—If, before the date of the enactment of the Reading Excellence Act, a State established a consortium, partnership, or any other similar body, that includes the Governor and the chief State school officer and has, as a central part of its mission, the promotion of literacy for children in their early childhood years through the 3d grade, but that does not satisfy the requirements of subsection (b)(1), the State may elect to treat that consortium, partnership, or body as the reading and literacy partnership for the State notwithstanding such subsection, and it shall be considered a reading and literacy partnership for purposes of the other provisions of this title.

(d) MULTI-STATE PARTNERSHIP ARRANGEMENTS.—A reading and literacy partnership that satisfies the requirements of subsection (b) may join with other such partnerships in other States to develop a single application that satisfies the requirements of subsection (e) and identifies which State educational agency, from among the States joining, shall act as the fiscal agent for the multi-State arrangement. For purposes of the other provisions of this title, any such multi-State arrangement shall be considered to be a reading and literacy partnership.

(e) APPLICATIONS.—A reading and literacy partnership that desires to receive a grant under this section shall submit an application to the Secretary at such time, in such manner, and including such information as the Secretary may require. The application—

(1) shall describe how the partnership will ensure that 95 percent of the grant funds are used to make subgrants under sections 15104 and 15105;

(2) shall be integrated, to the maximum extent possible, with State plans and programs under this Act, the Individuals with Disabilities Education Act, and, to the extent appropriate, the Adult Education Act;

(3) shall describe how the partnership will ensure that professional development funds available at the State and local levels are used effectively to improve instructional practices for reading and are based on reliable, replicable research on reading;

(4) shall describe—

(A) the contractual agreement that establishes the partnership, including at least the elements of the agreement referred to in subsection (b)(2);

(B) how the partnership will assess, on a regular basis, the extent to which the activities undertaken by the partnership and the partnership's subgrantees under this title have been effective in achieving the purposes of this title;

(C) what evaluation instruments the partnership will use to determine the success of local educational agencies to whom subgrants under sections 15104 and 15105 are made in achieving the purposes of this title;

(D) how subgrants made by the partnership under such sections will meet the requirements of this title, including how the partnership will ensure that subgrantees will use practices based on reliable, replicable research on reading; and

(E) how the partnership will, to the extent practicable, make grants to subgrantees in both rural and urban areas;

(5) shall include an assurance that each local educational agency to whom the partnership makes a subgrant under section 15104—

(A) will carry out family literacy programs based on the Even Start family literacy model authorized under part B of title I to enable parents to be their child's first and most important teacher, and will make payments for the receipt of technical assistance for the development of such programs;

(B) will carry out programs to assist those kindergarten students who are not ready for the transition to 1st grade, particularly students experiencing difficulty with reading skills;

(C) will use supervised individuals (including tutors), who have been appropriately trained using reliable, replicable research on reading, to provide additional support, before school, after school, on weekends, during noninstructional periods of the school day, or during the summer, for students in grades 1 through 3 who are experiencing difficulty reading; and

(D) will carry out professional development for the classroom teacher and other appropriate teaching staff on the teaching of reading based on reliable, replicable research on reading; and

(6) shall describe how the partnership will ensure that a portion of the grant funds that the partnership receives in each fiscal year will be used to make subgrants under section 15105.

(f) PEER REVIEW PANEL.—

(1) COMPOSITION OF PEER REVIEW PANEL.—

(A) IN GENERAL.—The National Institute for Literacy, in consultation with the National Research Council of the National Academy of Sciences, the National Institute of Child Health and Human Development, and the Secretary, shall convene a panel to evaluate applications under this section. At a minimum the panel shall include representatives of the National Institute for Literacy, the National Research Council of the National Academy of Sciences, the National Institute of Child Health and Human Development, and the Secretary.

(B) EXPERTS.—*The panel shall include experts who are competent, by virtue of their training, expertise, or experience, to evaluate applications under this section, and experts who provide professional development to teachers of reading to children and adults, based on reliable, replicable research on reading.*

(C) LIMITATION.—*Not more than 1/3 of the panel may be composed of individuals who are employees of the Federal Government.*

(2) PAYMENT OF FEES AND EXPENSES OF CERTAIN MEMBERS.—*The Secretary shall use funds reserved under section 15109(b)(2) to pay the expenses and fees of panel members who are not employees of the Federal Government.*

(3) DUTIES OF PANEL.—

(A) MODEL APPLICATION FORMS.—*The peer review panel shall develop a model application form for reading and literacy partnerships desiring to apply for a grant under this section. The peer review panel shall submit the model application form to the Secretary for final approval.*

(B) SELECTION OF APPLICATIONS.—

(i) RECOMMENDATIONS OF PANEL.—

(I) IN GENERAL.—*The Secretary shall receive grant applications from reading and literacy partnerships under this section and shall provide the applications to the peer review panel for evaluation. With respect to each application, the peer review panel shall initially recommend the application for funding or for disapproval.*

(II) PRIORITY.—*In recommending applications to the Secretary, the panel shall give priority to applications from States that have modified, are modifying, or provide an assurance that not later than 1 year after receiving a grant under this section the State will modify, State teacher certification in the area of reading to reflect reliable, replicable research, except that nothing in this Act shall be construed to establish a national system of teacher certification.*

(III) RANKING OF APPLICATIONS.—*With respect to each application recommended for funding, the panel shall assign the application a rank, relative to other recommended applications, based on the priority described in subclause (II), the extent to which the application furthers the purposes of this part, and the overall quality of the application.*

(IV) RECOMMENDATION OF AMOUNT.—*With respect to each application recommended for funding, the panel shall make a recommendation to the Secretary with respect to the amount of the grant that should be made.*

(ii) SECRETARIAL SELECTION.—

(I) IN GENERAL.—*Subject to clause (iii), the Secretary shall determine, based on the peer review panel's recommendations, which applications from*

reading and literacy partnerships shall receive funding and the amounts of such grants. In determining grant amounts, the Secretary shall take into account the total amount of funds available for all grants under this section and the types of activities proposed to be carried out by the partnership.

(II) EFFECT OF RANKING BY PANEL.—In making grants under this section, the Secretary shall select applications according to the ranking of the applications by the peer review panel, except in cases where the Secretary determines, for good cause, that a variation from that order is appropriate.

(iii) MINIMUM GRANT AMOUNTS.—Each reading and literacy partnership selected to receive a grant under this section shall receive an amount for each fiscal year that is not less than $100,000.

(g) LIMITATION ON ADMINISTRATIVE EXPENSES.—A reading and literacy partnership that receives a grant under this section may use not more than 3 percent of the grant funds for administrative costs.

(h) REPORTING.—

(1) IN GENERAL.—A reading and literacy partnership that receives a grant under this section shall submit performance reports to the Secretary pursuant to a schedule to be determined by the Secretary, but not more frequently than annually. Such reports shall include—

(A) the results of use of the evaluation instruments referred to in subsection (e)(4)(C);

(B) the process used to select subgrantees;

(C) a description of the subgrantees receiving funds under this title; and

(D) with respect to subgrants under section 15104, the model or models of reading instruction, based on reliable, replicable research on reading, selected by subgrantees.

(2) PROVISION TO PEER REVIEW PANEL.—The Secretary shall provide the reports submitted under paragraph (1) to the peer review panel convened under subsection (f). The panel shall use such reports in recommending applications for funding under this section.

SEC. 15104. LOCAL READING IMPROVEMENT SUBGRANTS.

(a) IN GENERAL.—

(1) SUBGRANTS.—A reading and literacy partnership that receives a grant under section 15103 shall make subgrants, on a competitive basis, to local educational agencies that have at least 1 school that is identified for school improvement under section 1116(c) in the geographic area served by the agency.

(2) ROLE OF LOCAL EDUCATIONAL AGENCIES.—A local educational agency that receives a subgrant under this section shall use the subgrant in a manner consistent with this section to advance reform of reading instruction in any school selected by the agency that—

(A) is identified for school improvement under section 1116(c) at the time the agency receives the subgrant; and

(B) has a contractual association with 1 or more community-based organizations that have established a record of effectiveness with respect to reading readiness, reading instruction for children in kindergarten through 3d grade, and early childhood literacy.

(b) Grant Period.—A subgrant under this section shall be for a period of 3 years and may not be revoked or terminated on the ground that a school ceases, during the grant period, to be identified for school improvement under section 1116(c).

(c) Applications.—A local educational agency that desires to receive a subgrant under this section shall submit an application to the reading and literacy partnership at such time, in such manner, and including such information as the partnership may require. The application—

(1) shall select 1 or more models of reading instruction, developed using reliable, replicable research on reading, as a model for implementing and improving reading instruction by all teachers and for all children in each of the schools selected by the agency under subsection (a)(2) and, where appropriate, their parents;

(2) shall describe each such model;

(3) shall demonstrate that a person responsible for the development of each such model, or a person with experience or expertise about such model and its implementation, has agreed to work with the applicant in connection with such implementation and improvement efforts;

(4) shall describe—

(A) how the applicant will ensure that funds available under this title, and funds available for reading for grades kindergarten through grade 6 from other appropriate sources, are effectively coordinated and, where appropriate, integrated, with funds under this Act in order to improve existing activities in the areas of reading instruction, professional development, program improvement, parental involvement, technical assistance, and other activities that can help meet the purposes of this title; and

(B) the amount of funds available for reading for grades kindergarten through grade 6 from appropriate sources other than this title, including title I of this Act (except that such description shall not be required to include funds made available under part B of title I of this Act unless the applicant has established a contractual association in accordance with subsection (d)(2) with an eligible entity under such part B), the Individuals with Disabilities Education Act, and any other law providing Federal financial assistance for professional development for teachers of such grades who teach reading, which will be used to help achieve the purposes of this title;

(5) shall describe the amount and nature of funds from any other public or private sources, including funds received under this Act and the Individuals with Disabilities Education Act, that will be combined with funds received under the subgrant;

(6) shall include an assurance that the applicant—

(A) will carry out family literacy programs based on the Even Start family literacy model authorized under part B of title I to enable parents to be their child's first and most important teacher, will make payments for the receipt of technical assistance for the development of such programs;

(B) will carry out programs to assist those kindergarten students who are not ready for the transition to 1st grade, particularly students experiencing difficulty with reading skills;

(C) will use supervised individuals (including tutors), who have been appropriately trained using reliable, replicable research on reading, to provide additional support, before school, after school, on weekends, during noninstructional periods of the school day, or during the summer, for students in grades 1 through 3 who are experiencing difficulty reading; and

(D) will carry out professional development for the classroom teacher and other teaching staff on the teaching of reading based on reliable, replicable research on reading;

(7) shall describe how the local educational agency provides instruction in reading to children who have not been determined to be a child with a disability (as defined in section 602 of the Individuals with Disabilities Education Act), pursuant to section 614(b)(5) of such Act, because of a lack of instruction in reading; and

(8) shall indicate the amount of the subgrant funds (if any) that the applicant will use to carry out the duties described in section 15105(b)(2).

(d) PRIORITY.—In approving applications under this section, a reading and literacy partnership shall give priority to applications submitted by applicants who demonstrate that they have established—

(1) a contractual association with 1 or more Head Start programs under the Head Start Act under which—

(A) the Head Start programs agree to select the same model or models of reading instruction, as a model for implementing and improving the reading readiness of children participating in the program, as was selected by the applicant; and

(B) the applicant agrees—

(i) to share with the Head Start programs an appropriate amount of their information resources with respect to the model, such as curricula materials; and

(ii) to train personnel from the Head Start programs;

(2) a contractual association with 1 or more State- or federally-funded preschool programs, or family literacy programs, under which—

(A) the programs agree to select the same model or models of reading instruction, as a model for implementing and improving reading instruction in the program's programs, as was selected by the applicant; and

(B) the applicant agrees to train personnel from the programs who work with children and parents in schools receiving funds under the subgrant; or

(3) a contractual association with 1 or more public libraries providing reading or literacy services to preschool children, or preschool children and their families, under which—

(A) the libraries agree to select the same model or models of reading instruction, as a model for implementing and improving reading instruction in the library's reading or literacy programs, as was selected by the applicant; and

(B) the applicant agrees to train personnel, including volunteers, from such programs who work with preschool children, or preschool children and their families, in schools receiving funds under the subgrant.

(e) USE OF FUNDS.—

(1) IN GENERAL.—Subject to paragraph (2), an applicant who receives a subgrant under this section may use the subgrant funds to carry out activities that are authorized by this title and described in the subgrant application, including the following:

(A) Making reasonable payments for technical and other assistance to a person responsible for the development of a model of reading instruction, or a person with experience or expertise about such model and its implementation, who has agreed to work with the recipient in connection with the implementation of the model.

(B) Carrying out a contractual agreement described in subsection (d).

(C) Professional development (including training of volunteers), purchase of curricular and other supporting materials, and technical assistance.

(D) Providing, on a voluntary basis, training to parents of children enrolled in a school selected under subsection (a)(2) on how to help their children with school work, particularly in the development of reading skills. Such training may be provided directly by the subgrant recipient, or through a grant or contract with another person. Such training shall be consistent with reading reforms taking place in the school setting.

(E) Carrying out family literacy programs based on the Even Start family literacy model authorized under part B of title I to enable parents to be their child's first and most important teacher, and making payments for the receipt of technical assistance for the development of such programs.

(F) Providing instruction for parents of children enrolled in a school selected under subsection (a)(2), and others who volunteer to be reading tutors for such children, in the instructional practices based on reliable, replicable research on reading used by the applicant.

(G) Programs to assist those kindergarten students enrolled in a school selected under subsection (a)(2) who are not ready for the transition to 1st grade, particularly students experiencing difficulty with reading skills.

(H) Providing additional support for students, enrolled in a school selected under subsection (a)(2), in grades 1 through 3, who are experiencing difficulty reading, before school, after school, on weekends, during non-instructional periods of the school day, or during the summer using su-

pervised individuals (including tutors), who have been appropriately trained using reliable, replicable research on reading.

(I) Carrying out the duties described in section 15105(b)(2) for children enrolled in a school selected under subsection (a)(2).

(J) Providing reading assistance to children who have not been determined to be a child with a disability (as defined in section 602 of the Individuals with Disabilities Education Act), pursuant to section 614(b)(5) of such Act, because of a lack of instruction in reading.

(2) LIMITATION ON ADMINISTRATIVE EXPENSES.—A recipient of a subgrant under this section may use not more than 3 percent of the subgrant funds for administrative costs.

(f) TRAINING NON-RECIPIENTS.—A recipient of a subgrant under this section may train, on a fee-for-service basis, personnel who are from schools, or local educational agencies, that are not receiving such a subgrant in the instructional practices based on reliable, replicable research on reading used by the recipient. Such a non-recipient school may use funds received under title I of this Act, and other appropriate Federal funds used for reading instruction, to pay for such training, to the extent consistent with the law under which such funds were received.

SEC. 15105. TUTORIAL ASSISTANCE SUBGRANTS.

(a) IN GENERAL.—

(1) SUBGRANTS.—A reading and literacy partnership that receives a grant under section 15103 shall make subgrants on a competitive basis to—

(A) local educational agencies that have at least 1 school in the geographic area served by the agency that—

(i) is located in an area designated as an empowerment zone under part I of subchapter U of chapter 1 of the Internal Revenue Code of 1986; or

(ii) is located in an area designated as an enterprise community under part I of subchapter U of chapter 1 of the Internal Revenue Code of 1986; or

(B) in the case of local educational agencies that do not have any such empowerment zone or enterprise community in the State in which the agency is located, local educational agencies that have at least 1 school that is identified for school improvement under section 1116(c) in the geographic area served by the agency.

(2) APPLICATIONS.—A local educational agency that desires to receive a subgrant under this section shall submit an application to the reading and literacy partnership at such time, in such manner, and including such information as the partnership may require. The application shall include an assurance that the agency will use the subgrant funds to carry out the duties described in subsection (b) for children enrolled in 1 or more schools selected by the agency and described in paragraph (1).

(b) USE OF FUNDS.—

(1) IN GENERAL.—A local educational agency that receives a subgrant under this section shall carry out, using the funds

provided under the subgrant, each of the duties described in paragraph (2).

(2) DUTIES.—The duties described in this paragraph are the provision of tutorial assistance in reading to children who have difficulty reading, using instructional practices based on the principles of reliable, replicable research, through the following:

(A) The promulgation, maintenance, and approval of a list of tutorial assistance providers who—

(i) have established a record of effectiveness with respect to reading readiness, reading instruction for children in kindergarten through 3d grade, and early childhood literacy;

(ii) are located in a geographic area convenient to the school; and

(iii) are capable of providing tutoring in reading to children who have difficulty reading, using instructional practices based on the principles of reliable, replicable research and consistent with the instructional methods used by the school the child attends.

(B) The development of procedures for the receipt of applications for tutorial assistance, from parents who are seeking such assistance for their child or children, that select a tutorial assistance provider from the list referred to in subparagraph (A) with whom the child or children are enrolled, or will enroll, for tutoring in reading.

(C) The development of a selection process for funding applications under subparagraph (B) that limits the provision of assistance to children who have difficulty reading, including difficulty mastering essential phonic, decoding, or vocabulary skills.

(D) The development of procedures for funding applications under subparagraph (B), to be used in cases where insufficient funds are available to provide assistance with respect to all complete applications received from eligible parents of children described in subparagraph (C), that—

(i) gives priority to children who are determined, through State or local reading assessments, to be most in need of tutorial assistance; and

(ii) gives priority, in cases where children are determined, through State or local reading assessments, to be equally in need of tutorial assistance, based on a random selection principle.

(E) The development of a methodology by which payments are made directly to tutorial assistance providers identified in applications under subparagraph (B) that are selected for funding, and the making of such payments.

SEC. 15106. PROGRAM EVALUATION.

(a) IN GENERAL.—From funds reserved under section 15109(b)(1), the Secretary shall conduct a national assessment of the programs under this title. In developing the criteria for the assessment, the Secretary shall receive recommendations from the peer review panel convened under section 15103(f).

(b) SUBMISSION TO PEER REVIEW PANEL.—The Secretary shall submit the findings from the assessment under subsection (a) to the peer review panel convened under section 15103(f).

SEC. 15107. INFORMATION DISSEMINATION.

(a) IN GENERAL.—From funds reserved under section 15109(b)(2), the National Institute for Literacy shall disseminate information on reliable, replicable research on reading and information on subgrantee projects under section 15104 or 15105 that have proven effective. At a minimum, the institute shall disseminate such information to all recipients of Federal financial assistance under titles I and VII of this Act, the Head Start Act, the Individuals with Disabilities Education Act, and the Adult Education Act.

(b) COORDINATION.—In carrying out this section, the National Institute for Literacy—

(1) shall use, to the extent practicable, information networks developed and maintained through other public and private persons, including the Secretary, the National Center for Family Literacy, and the Readline Program;

(2) shall work in conjunction with any panel convened by the National Institute of Child Health and Human Development and the Secretary and any panel convened by the Office of Educational Research and Improvement to assess the current status of research-based knowledge on reading development, including the effectiveness of various approaches to teaching children to read, with respect to determining the criteria by which the National Institute for Literacy judges reliable, replicable research and the design of strategies to disseminate such information; and

(3) shall assist any reading and literacy partnership selected to receive a grant under section 15103, and that requests such assistance—

(A) in determining whether applications for subgrants submitted to the partnership meet the requirements of this title relating to reliable, replicable research on reading; and

(B) in the development of subgrant application forms.

SEC. 15108. STATE EVALUATIONS.

(a) IN GENERAL.—Each reading and literacy partnership that receives a grant under this title shall reserve not more than 2 percent of such grant funds for the purpose of evaluating the success of the partnership's subgrantees in meeting the purposes of this title. At a minimum, the evaluation shall measure the extent to which students who are the intended beneficiaries of the subgrants made by the partnership have improved their reading.

(b) CONTRACT.—A reading and literacy partnership shall carry out the evaluation under this section by entering into a contract with an eligible research institution under which the institution will perform the evaluation.

(c) SUBMISSION.—A reading and literacy partnership shall submit the findings from the evaluation under this section to the Secretary and the peer review panel convened under section 15103(f). The Secretary and the peer review panel shall submit a summary of the findings from the evaluations under this subsection to the appro-

priate committees of the Congress, including the Education and the Workforce Committee of the House of Representatives.

SEC. 15109. AUTHORIZATION OF APPROPRIATIONS; RESERVATIONS FROM APPROPRIATIONS; SUNSET.

(a) AUTHORIZATION.—There are authorized to be appropriated to carry out this title $260,000,000 for fiscal years 1998, 1999, and 2000.

(b) RESERVATIONS.—From amount appropriated under subsection (a), the Secretary—

(1) shall reserve 1.5 percent of the amount appropriated under subsection (a) for each fiscal year to carry out section 15106(a);

(2) shall reserve $5,075,000 to carry out sections 15103(f)(2) and 15107, of which $5,000,000 shall be reserved for section 15107; and

(3) shall reserve $10,000,000 to carry out section 1202(c).

(c) SUNSET.—Notwithstanding section 422(a) of the General Education Provisions Act, this title is repealed, effective September 30, 2000, and is not subject to extension under such section.

THE HIGHER EDUCATION ACT OF 1965

TITLE IV—STUDENT ASSISTANCE

* * * * * * *

PART C—FEDERAL WORK-STUDY PROGRAMS

* * * * * * *

SEC. 443. GRANTS FOR FEDERAL WORK-STUDY PROGRAMS.

(a) * * *

(b) CONTENTS OF AGREEMENTS.—An agreement entered into pursuant to this section shall—

(1) * * *

(2) provide that funds granted an institution of higher education, pursuant to section 443, may be used only to make payments to students participating in work-study programs, except that—

(A) in fiscal year 1994 and succeeding fiscal years, an institution shall use at least 5 percent of the total amount of funds granted to such institution under this section in any fiscal year to compensate students employed in community service, except that the Secretary may waive this subparagraph if the Secretary determines that enforcing it would cause hardship for students at an institution; [and]

(B) in academic year 1998 and succeeding academic years, an institution shall use at least 2 percent of the total amount of funds granted to such institution under this section for such academic year in accordance with subsection (d); and

[(B)] *(C)* an institution may use a portion of the sums granted to it to meet administrative expenses in accordance with section 489 of this Act, may use a portion of the sums granted to it to meet the cost of a job location and development program in accordance with section 446 of this part, and may transfer funds in accordance with the provisions of section 488 of this Act;

* * * * * * *

(d) Tutoring and Literacy Activities.—

(1) Use of funds.—In any academic year to which subsection (b)(2)(B) applies, an institution shall use the amount required to be used in accordance with this subsection to compensate (including compensation for time spent in directly related training and travel) students—

(A) employed as a reading tutor for children who are in preschool through elementary school; or

(B) employed in family literacy projects.

(2) Priority for schools.—An institution shall—

(A) give priority, in using such funds, to the employment of students in the provision of tutoring services in schools that—

(i) are identified for school improvement under section 1116(c) of the Elementary and Secondary Education Act of 1965; or

(ii) are selected by a local educational agency under section 15104(a)(2) of such Act; and

(B) ensure that any student compensated with such funds who is employed in a school selected under section 15104(a)(2) of the Elementary and Secondary Education Act of 1965 is trained in the instructional practices based on reliable, replicable research on reading used by the school pursuant to such section 15104.

(3) Federal share.—The Federal share of the compensation of work study students compensated under this subsection may exceed 75 percent.

(4) Waiver.—The Secretary may waive the requirements of this subsection if the Secretary determines that enforcing such requirements would cause a hardship for students at the institution.

TITLE V—EDUCATOR RECRUITMENT, RETENTION, AND DEVELOPMENT

* * * * * * *

[PART A—STATE AND LOCAL PROGRAMS FOR TEACHER EXCELLENCE

[SEC. 501. AUTHORITY AND ALLOCATION OF FUNDS; DEFINITIONS.

[(a) Purpose and Authority.—

[(1) Purpose.—It is the purpose of this part to provide funds to State educational agencies, local educational agencies and institutions of higher education in order to update and improve the skills of classroom teachers, including preschool and early childhood education specialists and school administrators, to establish State academies for teachers and school leaders, and to provide for a comprehensive examination of State requirements for teacher preservice and certification.

[(2) PROGRAM AUTHORIZED.—The Secretary is authorized to make allotments to State educational agencies for the purposes of enhancing and improving the quality of teaching, including early childhood education, in each of the several States.

[(b) ALLOTMENT OF FUNDS.—

[(1) IN GENERAL.—From the funds appropriated in each fiscal year pursuant to section 510A, the Secretary shall allot to each State—

[(A) 50 percent of such funds on the basis of the number of individuals in the State aged 5 through 17 compared to the number of all such individuals in all States; and

[(B) 50 percent of such funds on the basis of the amount the State receives under sections 1005 and 1006 of chapter 1 of title I of the Elementary and Secondary Education Act of 1965 compared to the total amount that all States receive under such sections.

[(2) ALLOCATIONS FROM STATE ALLOTMENTS.—

[(A)(i) Except as provided in subsection (c), from the amount allotted to each State in each fiscal year pursuant to paragraph (1) and not reserved pursuant to subparagraph (B)(i), the State education agency shall allocate 50 percent of such amount in accordance with clause (ii) to local eduational agencies to carry out the activities described in section 503.

[(ii) The State educational agency shall allocate 50 percent of the amount allotted to the State in each fiscal year under paragraph (1) so that—

[(I) one-half of such amount is allocated to local educational agencies within such State based on the local educational agency's relative share of the enrollments in public schools within the State; and

[(II) one-half of such amount is allocated to local educational agencies within such State based on the local educational agency's relative share of the State's allocation of funds under sections 1005 and 1006 of the Elementary and Secondary Education Act of 1965,

except that any local educational agency that would receive an allocation of less than $10,000 shall be required to form a consortium with at least one other local educational agency in order to receive an allocation under this part. In making allocations under this part, the State educational agency shall use the most recent data available.

[(B)(i) From the amount allotted to each State in each fiscal year pursuant to paragraph (1) the State educational agency shall reserve not more than 3 percent of such funds for the purposes of administering the program under this title, including evaluation and dissemination activities.

[(ii) From the amount allotted to each State in each fiscal year under paragraph (1) and not reserved pursuant to clause (i), the State educational agency—

[(I) shall reserve not more than 25 percent of such funds to carry out sections 504, 505, and 506; and

[(II) shall reserve not more than 25 percent of such funds to award grants to institutions of higher education in accordance with sections 507 and 508.

[(c) SPECIAL RULE.—Notwithstanding the provisions of subsection (b)(2)(A), if the amount appropriated to carry out this part for any fiscal year is less than $250,000,000, then each State educational agency shall use 50 percent of the amount allotted to such State under paragraph (1) and not reserved pursuant to subsection (b)(2)(B)(i) to award grants to local educational agencies on a competitive basis.

[(d) REALLOTMENT.—If a State or local educational agency elects not to receive assistance under this part in any fiscal year or the Secretary determines in any fiscal year that a State or local educational agency will not be able to use all or any portion of the funds available to such State or local educational agency under this part, then the Secretary shall reallot such funds. The Secretary shall reallot such funds in such fiscal year in accordance with the provisions of this part among the States or local educational agencies who are eligible for assistance under this part and are not described in the preceding sentence.

[(e) DEFINITIONS.—For purposes of this part—

[(1) the term "State" means each of the 50 States, the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands, Guam, the Commonwealth of the Northern Mariana Islands, American Samoa, and the Republic of Palau (until the Compact of Free Association takes effect pursuant to section 101(a) of Public Law 99–658); and

[(2) the term "key academic subjects" means English, mathematics, science, history, geography, foreign languages, civics and government, and economics.

[SEC. 502. STATE APPLICATION.

[(a) IN GENERAL.—Any State which desires to receive an allotment under this part shall submit to the Secretary an application which—

[(1) designates the State educational agency as the State agency responsible for the administration and supervision of programs assisted under this part;

[(2) provides for a process of active discussion and consultation with a committee, convened by the chief State school officer, which is broadly representative of the following educational interests within the State, including—

[(A) a representative nominated by each of the following:

[(i) the State teacher organizations;

[(ii) the organizations representing preschool and early childhood education specialists;

[(iii) the State school administrators organization;

[(iv) the State parents organizations;

[(v) the State business organizations; and

[(vi) the State student organizations;

[(B) a representative from the State board of education;

[(C) a representative of faculty from departments, schools or colleges of educations;

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[(D) other representatives of institutions of higher education, including community colleges;

[(E) the State director of vocational education; and

[(F) the State director of special education;

[(3) describes the competitive process that the State will use to distribute funds among local educational agencies pursuant to section 501(c);

[(4) describes the process the State will use to conduct the assessment required by section 504(c);

[(5) describes how the State will allocate funds among activities required under section 504;

[(6) with respect to the State academies to be established under sections 505 and 506—

[(A) describes the academies to be established under this part and the goals and objectives for each such academy;

[(B) describes how the academies assisted under this part shall relate to the overall plan for the attainment of the national education goals by the State;

[(C) describes the competitive process that shall be used to select applicants to operate the academies assisted under this part;

[(D) assures that the Academies for Teachers shall provide instruction in the key academic subjects;

[(E) assures that the State shall continue to operate the academies assisted under this part when Federal funds provided pursuant to this title are no longer available;

[(F) assures that Federal funds provided under this part shall not be used for construction of new facilities or substantial remodeling;

[(G) assures that the Academies for Teachers shall provide activities designed to enhance the ability of teachers to work with special educational populations, including—

[(i) limited-English proficient children;

[(ii) children with disabilities;

[(iii) economically and educationally disadvantaged children; and

[(iv) gifted and talented children; and

[(H) contains such other assurances and information as the Secretary may reasonably require;

[(7) describes the competitive process that the State will use to distribute funds among institutions of higher education pursuant to section 507;

[(8) describes a plan to promote learning among the State educational agency staff in order to support and facilitate systemic improvement of the State educational agency, schools or colleges of education at institutions of higher education, and local educational agencies; and

[(9) includes such other information and assurances as the Secretary may require.

[(b) FUNCTIONS OF COMMITTEE.—The application required by subsection (a) shall identify the procedures by which the committee required by paragraph (2) of such subsection will be engaged in—

[(1) ensuring that activities assisted under this part are effective, coordinated with other State, local, and Federal activities and programs, and meet the needs of the State for improving the quality of teaching and teacher education programs, including those programs concerned with preschool education and the training of early childhood education specialists, and school leadership programs;

[(2) advising the State on criteria for awarding funds under sections 501(c), 505, 506, and 507; and

[(3) advising the State on criteria for approving local educational agency applications under section 503(a).

[(c) EVALUATION AND REPORT.—

[(1) REPORT TO SECRETARY.—Each State educational agency receiving an allotment under this part shall evaluate the work of each academy that is located in the State and assisted under this part every 2 years, including the impact of each academy's programs on participants, and report the findings of such evaluation to the Secretary. The initial report shall be submitted 3 years after funds are first allotted to such State educational agency under section 501 and subsequent reports shall be submitted every 2 years thereafter. Such report shall also describe the characteristics of the participants and activities provided at each academy assisted under this part.

[(2) REPORT TO CONGRESS.—The Secretary shall submit to the Congress a summary of the reports required under subsection (a). The initial summary shall be submitted 60 days after the due date of the first report described in subsection (a) and subsequent summaries shall be submitted every 2 years thereafter.

[SEC. 503. LOCAL APPLICATION AND USE OF FUNDS.

[(a) LOCAL APPLICATION.—Any local educational agency which desires to receive assistance under section 501(b)(2)(A) or 501(c) shall submit to the State educational agency an application which—

[(1) describes the needs of such local educational agency with respect to inservice training programs for teachers and preschool and early childhood education specialists pursuant to the assessment conducted under subsection (b)(2)(A), and, if appropriate, describes the need of such local educational agency for teacher recruitment, business partnerships, outreach to military veterans, and the provision of other opportunities for teachers to improve their skills;

[(2) describes the process used to determine such needs, including consultation with teachers, preschool and early childhood specialists, principals, parents, representatives from departments, schools or colleges of education, and others in the community;

[(3) describes the activities such agency intends to conduct with the funds provided under section 501(b)(2)(A) or 501(c) consistent with the provisions of this section in order to improve the quality of teaching within such agency;

[(4) describes the processes and methods used to promote systematic improvement through continual learning in order to achieve agreed upon local, State and National standards; and

[(5) any other information that the State educational agency may reasonably require.

[(b) Local Uses of Funds.—

[(1) In general.—Local educational agencies receiving assistance under section 501(b)(2)(A) or 501(c) shall use such funds for the inservice training of teachers and, if appropriate, for preschool and early childhood education specialists, and may use funds for—

[(A) development of programs to recruit individuals into the teaching profession and the field of early childhood education;

[(B) business partnerships;

[(C) outreach to military veterans; and

[(D) other purposes consistent with improving the quality of teaching in the local educational agency, as approved by the State educational agency.

[(2) Inservice training.—

[(A) In order to receive assistance under section 501(b)(2)(A) or 501(c), a local educational agency or a consortium of local educational agencies shall first assess the needs of such agency or agencies for inservice training.

[(B) Funds expended for inservice training shall be used, in accordance with the assessment conducted under subparagraph (A), for the cost of—

[(i) the expansion and improvement of inservice training and retraining of teachers and other appropriate school personnel, including vocational teachers, special education teachers, and preschool teachers, consistent with the assessment conducted under subparagraph (A);

[(ii) providing funds for grants for individual teachers within the local educational agency to undertake projects to improve their teaching ability or to improve the instructional materials used in their classrooms;

[(iii) activities designed to address the effects of chronic community violence on children, such as violence counseling training for teachers and early childhood specialists, and activities and training aimed at resolving conflicts;

[(iv) activities designed to enhance the ability of teachers to work with culturally diverse students;

[(v) activities designed to integrate academic and vocational education;

[(vi) as appropriate, activities designed to assist teacher participation in a Tech-Prep program under section 344 of the Carl D. Perkins Vocational and Applied Technology Act, in order to develop the skills of such teachers in activities such as organizational development leadership and interdisciplinary curricula development; and

[(vii) other activities consistent with the goals of this part as approved by the State educational agency.

[(C) Such activities may be carried out through agreements with institutions of higher education, nonprofit organizations, public agencies, and museums.

[(D) Activities related to inservice training shall be coordinated with such activities carried out under part A of title II of the Elementary and Secondary Education Act of 1965.

[(3) RECRUITMENT OF TEACHERS.—

[(A) Local educational agencies receiving assistance under section 501(b)(2)(A) or 501(c) may use such assistance—

[(i) to establish, operate, or expand programs to encourage and recruit interested individuals to pursue a course of study that will lead to a career in education; and

[(ii) to establish, operate, or expand a program where such agency recruits students currently enrolled in a school in the local educational agency to be teachers or early childhood education specialists.

[(B) Activities under this paragraph may include—

[(i) academic and career counseling of and support services for students;

[(ii) programs in which students act as tutors while they are enrolled in schools in the local educational agency;

[(iii) programs in which students enrolled in institutions of higher education and other individuals tutor students within schools in the local educational agency;

[(iv) information and recruitment efforts to attract individuals into the teaching profession; and

[(v) programs to support early childhood education efforts at the preschool and school level.

[(C) In conducting programs under this paragraph, local educational agencies shall place a priority on recruiting students and individuals from minority groups.

[(D) Local educational agencies may conduct programs under this paragraph in consortia with institutions of higher education.

[(4) BUSINESS PARTNERSHIPS.—Local educational agencies receiving assistance under section 501(b)(2)(A) or 501(c) may use such assistance to establish partnerships with representatives of the business community to sponsor—

[(A) programs which allow representatives of local business or firms to go into the classroom and work with the classroom teacher to provide instruction in subject areas where the expertise of the teacher could be supplemented, especially in the subject areas of mathematics, science, and vocational and technology education training;

[(B) internship programs which provide an opportunity for classroom teachers to work in local businesses or firms to gain practical experience or to develop new skills or expertise;

[(C) programs which bring students and teachers into business settings to see applications of course work and in specialized areas, and to learn to use advanced technical equipment;

[(D) programs which allow representatives of local businesses and firms to work with school administrators to develop instructional material; and

[(E) other activities appropriate to forming a working relationship between business leaders and classroom leaders.

[(5) OUTREACH TO MILITARY VETERANS.—Local educational agencies receiving assistance under section 501(b)(2)(A) or 501(c) may use such assistance to establish programs to inform United States military veterans of teaching opportunities and to provide assistance in the establishment of teaching opportunities for such veterans by—

[(A) planning and implementing informational and outreach programs leading to the development of programs specifically designed to inform United States military veterans about teaching opportunities and the qualifications necessary for such opportunities;

[(B) planning and implementing programs leading to the creation of teaching opportunities for such veterans;

[(C) supporting programs to assist such veterans to meet the qualifications to become teachers;

[(D) disseminating information on the program described in this paragraph and on sources of student financial assistance available under title IV of this Act and under programs administered by the Department of Veterans Affairs and other Federal agencies; and

[(E) making scholarships available to such military veterans under the same terms and conditions specified in subpart 1 of part C of this title.

[SEC. 504. STATE USES OF FUNDS.

[(a) IN GENERAL.—Each State educational agency receiving funds reserved pursuant to section 501(b)(2)(B)(ii)(I) shall use such funds—

[(1) first, to conduct a study of teacher education programs within such State, as required under subsection (c); and

[(2) secondly, for—

[(A) the establishment of State Academies for Teachers under section 505;

[(B) the establishment of State Academies for School Leaders under section 506; and

[(C) activities directly related to the implementation of the teacher education study required under subsection (c).

[(b) SPECIAL RULE.—If a State educational agency can demonstrate that the amount of funds reserved pursuant to section 501(b)(2)(B)(ii)(I) is insufficient to establish one State academy, then the State educational agency shall distribute such funds to local educational agencies in accordance with section 501(b)(2)(A) or 501(c) to carry out the activities described in section 503(b).

[(c) TEACHER EDUCATION STUDY.—

[(1) STUDY REQUIRED.—Each State educational agency receiving funds under this part shall, in consultation with institutions of higher education, local educational agencies, teachers, parents, the State legislature, the State board of education, and business, undertake a study of—

[(A) teacher education programs and State teacher professional development requirements, including programs and requirements intended to train preschool and early childhood education specialists; and

[(B) the State laws and regulations relating to such programs and requirements, including any standards or requirements for certification and licensure,

in order to determine if such programs and requirements are adequately preparing teachers to effectively educate students.

[(2) CONSIDERATIONS.—Such study shall consider whether such programs or requirements—

[(A) would be improved if teacher education programs were required to coordinate courses with other departments on campus in order to provide prospective teachers with a strong background in their subject matter;

[(B) integrate academic and vocational education instruction;

[(C) give enough flexibility in order to allow experimentation and innovation;

[(D) would be improved if such programs provided preparation for students desiring to become teachers, but who are pursuing a bachelor's degree in an area of study other than education;

[(E) would be improved if teacher certification required a bachelor's degree in a subject area and a master's degree in education; and

[(F) would be improved if institutions of higher education that have developed innovative materials and curricula for inservice training were required to incorporate these improvements into their preservice programs.

[(3) DEADLINES.—

[(A) Such study shall be completed by two years from the end of the first fiscal year in which funding was made available for this part. The results of such study shall be reported to the Secretary. In submitting the report to the Secretary, the State educational agency shall include in the report the most successful practices used to enhance the profession of teaching. The Secretary may disseminate such successful practices in order to assist other States in their efforts to enhance the profession of teaching.

[(B) Except as provided in paragraph (4), beginning in the third fiscal year for which funding under this part is available, State educational agencies shall use all funds provided under section 501(b)(2)(B)(ii)(I) which are not allotted for State Academies for Teachers and State Academies for School Leaders—

[(i) to implement the program and policy changes resulting from the findings of such study; and

[(ii) to assist schools and programs of education throughout the State in meeting any new requirements that result from such study.

[(C) The State educational agency shall award grants pursuant to section 507(b)(9) to institutions of higher education to implement the programs and policy changes resulting from the findings of such study.

[(4) WAIVER.—If a State demonstrates to the Secretary that it has completed a study comparable to the study required by this subsection within the previous 5 years prior to the fiscal year for which funds are first made available under this part, then the Secretary may waive the requirements of this subsection. States receiving a waiver shall use funds provided under section 501(b)(2)(B)(ii)(I) to implement the program and policy changes resulting from the findings of such study. If the State can demonstrate to the Secretary that such program and policy changes have been implemented, then the State shall use funds provided under section 501(b)(2)(B)(ii)(I) to carry out the activities authorized under sections 505 and 506.

[SEC. 505. STATE ACADEMIES FOR TEACHERS.

[(a) PURPOSE; DEFINITIONS.—

[(1) PURPOSE.—It is the purpose of this section to improve elementary and secondary school teacher subject matter knowledge and teaching skills in each of the key academic subjects by establishing one or more Academies in the key academic subjects in every State.

[(2) DEFINITIONS.—For purposes of this section—

[(A) the term "Academy" means a course of instruction and related activities to increase a teacher's knowledge of a specific subject area, a teacher's ability to impart such knowledge to students, and a teacher's ability to address any other issue described in this section, except that such term—

[(i) does not mean a physical facility; and

[(ii) does not require a separate location from another Academy or other training program; and

[(B) the term "eligible entity" means a local educational agency, an institution of higher education, a museum, a private nonprofit educational organization of demonstrated effectiveness, or a consortium of any 2 or more of such entities.

[(b) APPLICATION REQUIRED.—

[(1) IN GENERAL.—Each eligible entity desiring to operate an Academy under this section shall submit an application to the State educational agency at such time, in such manner, and accompanied by such information as the State may reasonably require.

[(2) CONTENTS.—Each application submitted pursuant to paragraph (1) shall describe—

[(A) the goals of the Academy and the steps that shall be taken to evaluate the extent to which the Academy reaches its goals;

[(B) the curriculum to be used or developed by the Academy;

[(C) steps to be taken to recruit teachers for the Academy's program, including outreach efforts to identify and attract—

[(i) minority group members;

[(ii) individuals with disabilities;

[(iii) individuals from areas with large numbers or concentrations of disadvantaged students; and

[(iv) other teachers with the potential to serve as mentor teachers;

[(D) steps to be taken to ensure that faculty members teaching at the Academy shall be of exceptional ability and experience, including outreach efforts to identify and attract as faculty members—

[(i) minority group members;

[(ii) individuals with disabilities; and

[(iii) individuals from areas with large numbers or concentrations of disadvantaged students;

[(E) efforts to be undertaken to disseminate information about the Academy;

[(F) selection criteria to be used in identifying teachers to participate in the Academy;

[(G) steps to be taken to assure that the programs offered by the Academy shall be of sufficient length and comprehensiveness to significantly improve participants' knowledge; and

[(H) efforts to be undertaken to evaluate the impact of the Academy on participants.

[(c) Use of Allotted Funds.—

[(1) Grants.—Each State educational agency receiving an allotment under this part shall use the funds reserved pursuant to section 501(b)(2)(B)(ii)(I) to award one or more competitive grants to eligible entities to enable such eligible entities to operate an Academy in accordance with the provisions of this section.

[(2) Coordination of activities.—To the extent practicable, such academies shall coordinate efforts with teacher inservice activities of local educational agencies.

[(3) Combination of resources.—Each State educational agency receiving an allotment under this part may combine the funds reserved pursuant to section 501(b)(2)(B)(ii)(I) with such funds reserved by another State educational agency to operate academies assisted under this part on a multistate or regional basis.

[(4) Costs.—Each eligible entity receiving a grant under this section shall use such funds to meet the operating costs of carrying out the activities described in subsection (d), which may include reasonable startup and initial operating costs, and costs associated with release time, stipends, travel, and living expenses for teachers who participate in the Academy's program if no other funds are available to pay such costs.

[(d) Authorized Activities.—Each eligible entity receiving a grant to operate an Academy under this section may use such grant funds for—

[(1) renewal and enhancement of participants' knowledge in key academic subjects;

[(2) skills and strategies to improve academic achievement of students, especially students who are educationally disadvantaged, are limited-English proficient, are drug- or alcohol-exposed, or have disabilities;

[(3) improved teaching and classroom management skills;

[(4) techniques for the integration of academic and vocational subject matter, including the application of such techniques in tech/prep education programs;

[(5) the use of educational technologies in teaching the key academic subjects;

[(6) training needed to participate in curriculum development in a key academic subject;

[(7) training in the development and use of assessment tools;

[(8) review of existing teacher enhancement programs to identify the most promising approaches;

[(9) development of a curriculum for use by the Academy;

[(10) follow-up activities for previous participants;

[(11) dissemination of information about the Academy, including the training curricula developed; and

[(12) any other activities proposed by the applicant and approved by the State educational agency.

[(e) COST SHARING.—Funds received for this section may be used to pay not more than 75 percent of the cost of operating an Academy in the first year an eligible entity receives a grant under this section, 65 percent of such cost in such second year, 55 percent of such cost in such third year, 45 percent of such cost in such fourth year, and 35 percent of such cost in such fifth year. The remaining share shall be provided from non-Federal sources, and may be in cash or in-kind contributions, fairly valued.

[(f) SPECIAL RULES.—

[(1) USES OF FUNDS.—

[(A) KEY ACADEMIC SUBJECTS.—At least 70 percent of funds received for this section shall be used for enhancement of participant knowledge in key academic subjects.

[(B) OTHER SUBJECTS.—At least 20 percent of the funds received for this section shall be used for enhancement of participant knowledge in areas not related to academic subjects.

[(2) SPECIAL RULE.—In awarding grants under this section the State educational agency may provide for training in 2 or more key academic subjects at a single site.

[(3) ADDITIONAL ACADEMIES OR AWARDS.—If a State can demonstrate that the State's need for academies in key academic subjects has been met, and if the State can demonstrate that it is implementing the findings of the teacher education study described in section 504(c), then the State may use a portion of the amount reserved pursuant to section 501(b)(2)(B)(ii)(I) to establish one or more of the following academies or awards:

[(A) EARLY CHILDHOOD ACADEMIES.—A State educational agency may establish an academy aimed at early childhood education training. Such an academy shall give a priority to recruiting candidates from underrepresented groups in the early childhood education profession and shall provide intensive childhood training in violence counseling.

[(B) TECH-PREP ACADEMIES.—A State educational agency may establish an academy for—

[(i) assisting educators in secondary schools and community colleges to more effectively understand organizational structures and organizational change strategies;

[(ii) assisting educators to learn effective peer leadership strategies;

[(iii) assisting secondary school teachers and community college faculty to identify the knowledge and skills required in highly technical industries and workplaces;

[(iv) assisting secondary school teachers and community college faculty to apply creative strategies to the development of interdisciplinary curricula; and

[(v) assisting educators in integrating academic and vocational education.

[(C) TEACHER AWARDS.—(i) A State educational agency may make awards to State Academies for Teachers to provide for a program of cash awards and recognition to outstanding teachers in the key academic subject or subjects covered by the program of the Academy.

[(ii) Any full-time public or private elementary or secondary school teacher of a key academic subject or vocational and technology education subject, including an elementary school teacher of the general curriculum, shall be eligible to receive an award under this subparagraph.

[(iii) The amount of a teacher's award under this subparagraph shall not exceed $5,000 and shall be available for any purpose the recipient chooses.

[(iv) Each Academy receiving an award under clause (i) of this subparagraph shall select teachers to receive awards from nominations received from local educational agencies, public and private elementary and secondary schools, teachers, associations of teachers, parents, associations of parents and teachers, businesses, business groups, and student groups.

[(v) The Academy shall select award recipients under this subparagraph in accordance with criteria developed by the Academy and approved by the State educational agency. The selection criteria may take into account teacher's success in—

[(I) educating disadvantaged children and children with disabilities;

[(II) educating gifted and talented children;

[(III) encouraging students to enroll, and succeed, in advanced classes in a key academic subject or vocational and technology education subject;

[(IV) teaching a key academic subject or vocational and technology education subject successfully in schools educating large numbers of educationally disadvantaged students, including schools in low-income inner-city or rural areas;

[(V) introducing a new curriculum in a key academic subject into a school or strengthening an established curriculum;

[(VI) acting as a master teacher; and

[(VII) other criteria as developed by the Academies and approved by the State educational agency.

[SEC. 506. STATE ACADEMIES FOR SCHOOL LEADERS.

[(a) PURPOSE; DEFINITIONS.—

[(1) PURPOSE.—It is the purpose of this section to improve the training and performance of school principals and other school leaders and to increase the number of persons who are highly trained to be principals and school leaders by establishing an Academy for current and prospective school leaders in every State.

[(2) DEFINITIONS.—For the purpose of this section—

[(A) the term "Academy" means a course of instruction and related activities to increase a school leader's knowledge of the tools and techniques of school management and leadership, and such leader's ability to exercise such tools and techniques in the school setting, and may include a course of instruction for school district level system leaders separately or in combination with school leaders and teachers, except that such term—

[(i) does not mean a physical facility; and

[(ii) does not require a separate location from another Academy or other training program; and

[(B) the term "eligible entity" means a technical assistance center assisted under subpart 2 of part C of title V of this Act as such Act was in effect on the day before the date of enactment of the Higher Education Amendments of 1992, a local educational agency, an institution of higher education, a museum, a private nonprofit educational organization of demonstrated effectiveness, or a consortium of any 2 or more such entities.

[(b) APPLICATION REQUIRED.—

[(1) IN GENERAL.—(A) Each eligible entity desiring to operate an Academy under this section shall submit an application to the State educational agency at such time, in such manner and accompanied by such information as the State may reasonably require. Such Academy may be operated in cooperation or consortium with an Academy of another State.

[(B) A priority for awards shall be given to entities who received funds under subpart 2 of part C of title V of the Higher Education Act as in effect on September 30, 1991.

[(2) CONTENTS.—Each application submitted pursuant to paragraph (1) shall describe—

[(A) the goals of the Academy and the steps that shall be taken to evaluate the extent to which the Academy reaches its goals;

[(B) the curriculum to be used or developed by the Academy;

[(C) the steps to be taken to recruit school leaders for the Academy's program, including outreach efforts to identify and attract—

[(i) minority group members;

[(ii) individuals with disabilities;

[(iii) individuals from areas with large numbers or concentrations of disadvantaged students; and

[(iv) other individuals with potential to become school leaders;

[(D) efforts to be taken to disseminate information about the Academy;

[(E) selection criteria to be used in identifying school leaders to participate in the Academy;

[(F) steps to be taken to assure that the programs offered by the Academy shall be of sufficient length and comprehensiveness to significantly improve participants' knowledge;

[(G) steps to be taken to assure the involvement of private sector managers and executives from businesses in the conduct of the Academy's programs; and

[(H) efforts to be undertaken to evaluate the impact of the Academy on participants.

[(c) Use of Allotted Funds.—

[(1) Grants.—Each State educational agency receiving an allotment under this part shall use the funds reserved pursuant to section 501(b)(2)(B)(ii)(I) to award a competitive grant to an eligible entity to enable such eligible entity to operate an Academy in accordance with the provisions of this subpart.

[(2) Costs.—Each eligible entity receiving a grant under this section shall use such funds to meet the costs of carrying out the activities described in subsection (d), which may include reasonable startup and initial operating costs, and stipends, travel, and living expenses for participants in the Academy if no other funds are available to pay such costs.

[(3) Limitations.—

[(A) Participants.—At least 70 percent of the participants in an Academy shall be from the school building level.

[(B) Special rule.—In awarding grants under this section, the State educational agency may provide for the location at the same site of Academies assisted under this section and Academies assisted under section 505.

[(d) Authorized Activities.—Each eligible entity receiving a grant to operate an Academy under this section may use such grant funds for—

[(1) developing and enhancing of participants' knowledge in instructional leadership, school-based management, shared decisionmaking, school improvement strategies and school-level accountability mechanisms;

[(2) identifying candidates, including members of minority groups, individuals with disabilities, and individuals from schools with high numbers or concentrations of educationally disadvantaged students and individuals who are bilingual, to be trained as new school leaders;

[(3) conducting programs which provide for the involvement of private sector managers and executives from businesses;

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[(4) identifying models and methods of leadership training and development that are promising or have proven to be successful;

[(5) providing intensive training and development programs for current school leaders seeking enhanced and up-to-date knowledge needed to perform their jobs effectively;

[(6) identifying local educational agencies and schools with principal and other school leader vacancies and working with such agencies and schools to match Academy participants with such vacancies;

[(7) facilitating internships for graduates of the program for new school leaders, under the guidance and supervision of experienced administrators;

[(8) providing periodic follow-up development activities for school leaders trained through the Academy's programs;

[(9) disseminating information about the Academy, including the training curricula developed;

[(10) coordinating activities with those of any State Academies for Teachers established in the State; and

[(11) any other activity proposed by the applicant in the application submitted pursuant to subsection (b) and approved by the State educational agency.

[(e) COST-SHARING.—Funds received under this section may be used to pay not more than 75 percent of the cost of operating an Academy in the first year an eligible entity receives a grant under this subpart, 65 percent of such cost in such second year, 55 percent of such cost in such third year, 45 percent of such cost in such fourth year, and 35 percent of such cost in such fifth year. The remaining share shall be provided from non-Federal sources, and be in cash or in kind, fairly valued.

[SEC. 507. INSTITUTIONS OF HIGHER EDUCATION USES OF FUNDS.

[(a) APPLICATIONS.—Institutions of higher education desiring to receive a grant under section 501(b)(2)(B)(ii)(II) shall submit to the State educational agency an application which—

[(1) describes the types of activities that the institution plans to undertake with funds provided;

[(2) describes the process used by the institution to determine the State's needs for improving teacher education and training for preschool and early childhood education specialists, including consulting with current students, teachers, representatives from local educational agencies, parents, and representatives from preschool and early childhood specialists;

[(3) if such institution is applying for a grant to assist local educational agencies in providing inservice training for teachers, describes the training and services that such institution plans to provide for teachers within the local educational agency and demonstrates that such training and services are consistent with the needs of the local educational agencies to be served;

[(4) if such institution is applying for a grant to establish a professional development academy, contains the information required pursuant to section 508;

[(5) describes how the institution plans to integrate academic and vocational teacher education programs; and

[(6) contains any other information that may be required by the State educational agency.

[(b) AWARDS.—The State educational agency shall award grants on a competitive basis to institutions of higher education that have departments, schools, or colleges of education. In awarding grants, the State educational agency shall award funds for the following purposes:

[(1) For the establishment of professional development academies pursuant to section 508.

[(2) For the establishment and maintenance of programs that provide teacher training to individuals who are moving to a career in education from another occupation.

[(3) For institutions of higher education in consultation and cooperation with a local educational agency or a consortium of local educational agencies, to develop and provide technical assistance to local education agencies in providing inservice training for teachers.

[(4) For improving teacher education programs in order to further innovation in teacher education programs within an institution of higher education and to better meet the needs of the local educational agencies for well-prepared teachers.

[(5) For improving training for preschool and early childhood education specialists, including preschool and early intervention services for infants and toddlers with disabilities, in order to further innovation in such programs with institutions of higher education and to better meet the needs of preschool and early childhood education programs for well-prepared personnel.

[(6) To integrate the instruction of academic and vocational teacher education programs.

[(7) For activities to encourage individuals, especially individuals from minority groups, to pursue a career in education.

[(8) For expanding cooperative educational programs between State educational agencies and offices, schools, and school systems, institutions of higher education, appropriate educational entities, and private sector establishments involved in education between the United States and the Republic of Mexico for the purpose of providing bilateral teaching initiatives and programs that provide teacher training experiences between the educational communities of the United States and those of the Republic of Mexico and to enhance mutually beneficial educational activities involving researchers, scholars, faculty members, teachers, educational administrators, and other specialists to lecture, teach, conduct research, and develop cooperative programs.

[(9) When the study of teacher education programs is completed in accordance with section 504(c), to implement the program and policy changes for teacher education programs resulting from the findings of such study.

[SEC. 508. PROFESSIONAL DEVELOPMENT ACADEMIES.

[(a) AUTHORITY; DEFINITIONS.—

[(1) AUTHORITY.—From amounts reserved pursuant to section 501(b)(2)(B)(ii)(II), the State educational agency is authorized to make grants to, and enter into contracts and cooperative agreements with, eligible entities to plan, establish, and operate professional development academies.

[(2) Definitions.—For purposes of this section—

[(A) the term "Academy" means school-based teacher training operated as a partnership between one or more elementary or secondary schools and one or more institutions of higher education that provides prospective and novice teachers an opportunity to work under the guidance of master teachers and college faculty members. Such Academy shall be established for the purpose of—

[(i) the training of prospective and novice teachers (including preschool and early childhood education specialists, where appropriate) under the guidance of master teachers and teacher educators;

[(ii) the continuing development of experienced teachers;

[(iii) research and development to improve teaching and learning and the organization of schools;

[(iv) public demonstration of exemplary learning programs for diverse students; and

[(v) dissemination of knowledge produced in the research and development process;

except that such term—

[(i) does not mean a physical facility; and

[(ii) does not require a separate location from another Academy or other training program; and

[(B) the term "eligible entity" means a partnership that includes one or more local educational agencies and one or more institutions of higher education and may include teachers and the business community.

[(b) Awards and Renewals.—An award made under this section may be in the form of a one-year planning grant. Such award may be renewed for implementation purposes without further competition annually for 4 additional years, upon submission of an evaluation of the project to the State educational agency and assurances that the recipient—

[(1) has achieved the goals set out in its application for the original term;

[(2) shows promise of continuing its progress;

[(3) will meet its share of the project costs; and

[(4) has developed a plan for continuing the Academy after Federal funding is no longer available.

[(c) Application Required.—

[(1) In general.—Each eligible entity desiring to operate an Academy under this section shall submit an application to the State educational agency at such time, in such manner, and accompanied by such information as the State educational agency may reasonably require.

[(2) Contents.—Each application submitted pursuant to subsection (a) shall describe—

[(A) what schools within the local educational agency and what institutions of higher education shall participate in the partnership or otherwise participate in the program;

[(B) the goals of the Academy and the steps that shall be taken to evaluate the extent to which the Academy reaches such goals;

[(C) a plan for monitoring progress and evaluating the effectiveness of the Academy in meeting the goals it has developed for teacher and student performance;

[(D) a description of the partnership's plan for systemic change in education, and a description of the activities and services for which assistance is sought;

[(E) ways in which the professional development programs shall cover course content in key academic subjects, methods of instruction, and classroom and school-based management skills;

[(F) plans to involve prospective and novice teachers in the programs offered by the Academy, including outreach efforts to identify and attract—

[(i) minority group members;

[(ii) individuals with disabilities; and

[(iii) individuals from areas with large numbers or concentrations of disadvantaged students; and

[(G) estimates of the number of prospective and beginning teachers to be trained in the Academy in each year of the project and assurances that a significant number of prospective and beginning teachers will be trained in the Academy in each year of the project.

[(3) ASSURANCES.—Each application submitted pursuant to this subsection shall contain assurances that—

[(A) professional development programs at the Academy shall be designed and conducted by faculty members from institutions of higher education and teachers from local schools of demonstrated excellence;

[(B) in establishing the Academy, the applicant has consulted with teachers, administrators, and parents who will be affected at the teaching school site;

[(C) participating faculty from institutions of higher education shall include faculty members who are experts in the key academic subjects; and

[(D) the activities, services and programs offered by the Academy shall be of sufficient length and comprehensiveness to significantly improve participants' knowledge.

[(4) PRIORITIES.—In making awards under this part, the State educational agency shall give priority to applicants that—

[(A) select Academy sites based on need, as evidenced by such measures as a high rate of teacher attrition or a high proportion of the student body at risk of educational failure;

[(B) propose projects that demonstrate the strong commitment to or previous active support for educational innovation;

[(C) propose projects that demonstrate collaboration with other educational organizations, social or human service agencies, other community organizations, and the business community in the teaching school's operation;

[(D) demonstrate potential for a significant impact on the quality of the future education work force; and

[(E) demonstrate the long-term feasibility of the partnership.

[(5) SPECIAL RULES.—Each such application shall describe—

[(A) how the local educational agency will address the need to change or waive a local rule or regulation that is found by an Academy to impede the school's progress in achieving its goals; and

[(B) how partners that are institutions of higher education will involve the School of Education, the School of Arts and Sciences, and the School of Technology or Engineering and any other department of the institution.

[(d) USE OF ALLOTTED FUNDS.—

[(1) PERMITTED USES.—Each eligible entity receiving a grant under this section shall use such funds to meet the operating costs of carrying out the activities described in subsection (e), which may include reasonable startup and initial operating costs, staff development, purchase of books, materials, and equipment, including new technology, costs associated with release time, payment of personnel directly related to the operation of the Academy, and participation in the activities of a network of Academies.

[(2) LIMITATIONS.—The Secretary may limit the amounts of funds that may be used for minor remodeling and the purchase of equipment under this part.

[(e) AUTHORIZED ACTIVITIES.—Each eligible entity receiving a grant to operate an Academy under this section may use such grant funds for—

[(1) training and internship activities for prospective or novice teachers in a school setting under the guidance of master or mentor teachers and faculty from institutions of higher education, especially faculty who are experts in key academic subjects;

[(2) mentoring and induction activities for prospective and novice teachers, including such teachers seeking to enter teaching through alternative routes;

[(3) participation of experienced teachers in the internship training and assessment of prospective and beginning teachers;

[(4) teaching skills and strategies to increase the ability of prospective, novice and experienced teachers to teach disadvantaged students, students with disabilities (including students with severe and multiple disabilities and students with lesser known or newly emerging disabilities), students who are limited-English proficient, and students from diverse cultural backgrounds;

[(5) programs to enhance teaching and classroom management skills, including school-based management skills, of novice, prospective and experienced teachers;

[(6) experimentation and research to improve teaching and learning conducted in the Academy by teachers and university faculty;

[(7) activities to integrate academic and vocational education;

[(8) training and other activities to promote the continued learning of experienced teachers, especially in their subject matter knowledge and how to teach it;

[(9) participation of expert practicing teachers and administrators in the university-based education studies of prospective teachers;

[(10) activities designed to disseminate information about the teaching strategies acquired through the Academy with other teachers in the district's schools;

[(11) organizational restructuring, including the introduction of new roles and staffing patterns in the school and university;

[(12) activities intended to address the effects of chronic community violence, such as violence counseling and conflict resolution training; and

[(13) other activities proposed by the applicant and approved by the Secretary.

[(f) Cost-Sharing.—Funds received under this section may be used to pay 100 percent of the cost of a planning grant and not more than 75 percent of the cost of operating an Academy in the first 2 years an eligible entity receives a grant under this subpart and not more than 50 percent of such cost in such third and fourth years. The remaining share shall be provided from non-Federal sources, and may be in-kind, fairly valued.

[SEC. 509. FEDERAL FUNDS TO SUPPLEMENT, NOT SUPPLANT REGULAR NONFEDERAL FUNDS.

[A State educational agency, local educational agency, or institution of higher education may use funds received under this part only so as to supplement and, to the extent practicable, increase the level of funds that would be available from non-Federal sources for the uses of funds under this part and in no case may such funds be so used as to supplant such funds from such non-Federal sources.

[SEC. 510. COORDINATION WITH OTHER PROGRAMS.

[The State educational agency shall ensure that activities conducted under this part shall be consistent with the goals and objectives of any Federal or State systemic educational reform activities.

[SEC. 510A. AUTHORIZATION OF APPROPRIATIONS.

[There are authorized to be appropriated to carry out this part $350,000,000 for fiscal year 1993 and such sums as may be necessary for each of the 4 succeeding fiscal years.

[PART B—NATIONAL TEACHER ACADEMIES

[SEC. 511. PROGRAM ESTABLISHED.

[(a) In General.—The Secretary is authorized, in accordance with the provisions of this part, to make grants to eligible recipients to establish and operate National Teacher Academies.

[(b) Subject Areas and Staff.—

[(1) Subject areas.—At least 1 but not more than 3 National Teacher Academies shall be established in each of the following subject areas commonly taught in elementary and secondary schools:

[(A) English.

[(B) Mathematics.

[(C) Science.

[(D) History.

[(E) Geography.

[(F) Civics and government.

[(G) Foreign languages.

[(2) STAFF.—Academy staff shall be selected from the most accomplished and prominent scholars in the relevant fields of study and in the methodologies which improve the skills of persons *who teach in such fields of study.*

[(c) DURATION OF GRANT.—Each grant to establish and operate a National Teacher Academy shall be for a period of 3 years, and is renewable.

[(d) COMPETITIVE GRANT AWARDS.—The Secretary shall award grants under this part on a competitive basis.

[(e) CONSISTENCY WITH SYSTEMIC REFORMS.—In awarding grants under this part, the Secretary shall ensure that activities conducted under this part are consistent with the goals and objectives of other Federal or State systemic educational reform activities.

[SEC. 512. ELIGIBLE RECIPIENTS.

[(a) IN GENERAL.—For the purposes of this part, the term "eligible recipient" means—

[(1) an institution of higher education;

[(2) a private nonprofit educational organization of demonstrated effectiveness; or

[(3) a combination of the institutions or organizations set forth in paragraphs (1) and (2) of this paragraph.

[(b) EXPERTISE REQUIREMENTS.—The Secretary shall only award grants to eligible recipients that have demonstrated expertise in the—

[(1) subject area of the National Teacher Academy to be established and operated; and

[(2) in-service training of teachers at the national, State, and local levels.

[SEC. 513. USE OF FUNDS.

[(a) IN GENERAL.—Funds provided pursuant to this part shall be used to—

[(1) provide in-service training programs for teachers and administrators, including—

[(A) programs which emphasize improving the teachers' knowledge in the particular subject area of the National Teacher Academy;

[(B) programs which integrate knowledge of subject matter with techniques for communicating that knowledge to students, including students who are disadvantaged, limited-English proficient, drug- or alcohol-exposed, or who have disabilities;

[(C) the use of the most recent applied research findings concerning education and the classroom; and

[(D) integration of materials from different disciplines into classroom instruction, especially for elementary school teachers;

[(2) conduct each year at least one summer institute of at least 3 weeks duration for the State delegations described in section 515; and

[(3) provide support services to the State Academies for Teachers, including—

[(A) the establishment of a national network of individuals to assist in teacher education programs in State Academies for Teachers;

[(B) consultation assistance in the design and implementation of in-service teacher training programs; and

[(C) monthly newsletters or other methods of communicating useful information.

[(b) ADMINISTRATIVE COSTS.—Not more than 10 percent of the amount of funds received under this part may be used by an eligible recipient for administrative costs.

[SEC. 514. APPLICATION.

[(a) APPLICATION.—Each eligible recipient desiring a grant under this part shall submit an application to the Secretary at such time and in such manner as the Secretary may reasonably require.

[(b) CONTENTS.—Each application submitted pursuant to subsection (a) shall—

[(1) describe the activities, services, and programs for which assistance is sought;

[(2) describe how at least 70 percent of the National Teacher Academy's time shall be devoted to basic course content relevant to the particular subject field and necessary for improving the quality of teaching in public and private elementary and secondary schools;

[(3) describe how not more than 30 percent of the National Teacher Academy's time shall be devoted to methods of instruction relevant to the particular subject field;

[(4) describe how the National Teacher Academy's activities will be coordinated with or administered cooperatively with institutes established by other Federal entities, such as the National Science Foundation and the National Endowment for the Humanities; and

[(5) provide such additional assurances or information as the Secretary may reasonably require.

[SEC. 515. STATE DELEGATIONS.

[(a) IN GENERAL.—Each selection panel established pursuant to section 516(b) shall select a State delegation to participate in each National Teacher Academy assisted under this part.

[(b) COMPOSITION.—

[(1) IN GENERAL.—Except as provided in paragraphs (2) and (3), each State delegation described in subsection (a) shall, at a minimum, be composed of—

[(A) 1 school administrator with authority to design and conduct in-service teacher training and academic programs; and

[(B) at least 5 teachers, of whom at least 2 shall be elementary school teachers.

[(2) SPECIAL RULE.—The State delegations for the Commonwealth of the Northern Mariana Islands, Guam, the Virgin Islands, American Samoa and the Republic of Palau (until the Compact of Free Association is ratified) shall, at a minimum, be composed of—

[(A) 1 school administrator with authority to design and conduct in-service teacher training and academic programs; and

[(B) at least 3 teachers, of whom at least 1 shall be an elementary school teacher.

[(3) ADDITIONAL TEACHERS.—

[(A) Each State that has obtained the approval of the appropriate National Teacher Academy may send to such National Teacher Academy the number of additional teachers determined in accordance with subparagraph (B).

[(B) The appropriate National Teacher Academy shall determine the number of additional teachers to attend such National Teacher Academy on the basis of the number of full-time equivalent teachers in the State compared to such number in all States.

[(c) DUTIES.—Each State delegation shall—

[(1) attend the appropriate subject area summer institute at the appropriate National Teacher Academy; and

[(2) after participation in the National Teacher Academy assist in the development and operation of the appropriate National Teacher Academy.

[SEC. 516. SELECTION.

[(a) IN GENERAL.—Individuals participating in a National Teacher Academy shall be selected by the selection panel described in subsection (b) in accordance with the provisions of section 515.

[(b) SELECTION PANEL.—

[(1) ESTABLISHMENT.—Each State educational agency receiving assistance under part A of this title shall establish a 10-member selection panel to select teachers to attend the National Teacher Academies established pursuant to this part.

[(2) COMPOSITION AND REPRESENTATION.—

[(A) COMPOSITION.—At least 50 percent of the membership of each selection panel shall be classroom teachers, selected in consultation with teacher organizations, if any, in the State.

[(B) REPRESENTATION.—The composition of each selection panel shall be broadly representative of the elementary and secondary schools and the State.

[(3) FUNCTION.—Each selection panel shall—

[(A) annually select the State delegations in accordance with section 515; and

[(B) involve the individuals selected pursuant to subparagraph (A) in the operation of the State academies, if any, or other in-service training activities in the local educational agency in which such individuals teach.

[SEC. 517. NATIONAL TEACHER ACADEMY EVALUATION.

[The Secretary shall evaluate the system of National Teacher Academies and the effects of such academies on teachers every 2 years. The Secretary shall make available to the Congress and the public the results of such evaluation.

[SEC. 518. AUTHORIZATION OF APPROPRIATIONS.

[(a) IN GENERAL.—There are authorized to be appropriated $35,000,000 for fiscal year 1993 and such sums as may be necessary for the 4 succeeding fiscal years to carry out the provisions of this part, of which not more than $5,000,000 shall be available for each of the National Teacher Academy subject areas listed in section 511(b)(1).

[(b) SPECIAL RULES.—

[(1) APPROPRIATIONS LESS THAN $14,000,000.—If the amount appropriated pursuant to the authority of subsection (a) is less than $14,000,000, then not more than $2,000,000 shall be available for each National Teacher Academy subject area in the order in which such subject areas are listed in section 511(b)(1), until such funds are expended.

[(2) APPROPRIATIONS EQUAL TO OR IN EXCESS OF $14,000,000.—If the amount appropriated pursuant to the authority of subsection (a) is equal to or exceeds $14,000,000, then such funds as equals or exceeds $14,000,000 shall be allocated equitably among each of the National Teacher Academy subject areas listed in section 511(b)(1).]

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PART D—INNOVATION AND RESEARCH

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[Subpart 3—Class Size Demonstration Grant

[SEC. 561. PURPOSE.

[It is the purpose of this subpart to provide grants to local educational agencies to enable such agencies to determine the benefits in various school settings of reducing class size on the educational performance of students and on classroom management and organization.

[SEC. 562. PROGRAM AUTHORIZED.

[(a) PROGRAM AUTHORIZED.—

[(1) IN GENERAL.—The Secretary shall carry out a program of awarding grants, in accordance with the provisions of this subpart, to local educational agencies to pay the Federal share of the costs of conducting demonstration projects that demonstrate methods of reducing class size which may provide information meaningful to other State and local educational agencies.

[(2) FEDERAL SHARE.—The Federal share shall be 50 percent.

[(b) RESERVATION.—The Secretary may reserve not more than 5 percent of the amount appropriated pursuant to the authority of section 565A in each fiscal year to carry out the evaluation activities described in section 565.

[(c) SELECTION CRITERIA.—The Secretary shall make grants to local educational agencies on the basis of—

[(1) the need and the ability of a local educational agency to reduce the class size of an elementary or secondary school served by such agency;

[(2) the ability of a local educational agency to furnish the non-Federal share of the costs of the demonstration project for which assistance is sought;

[(3) the ability of a local educational agency to continue the project for which assistance is sought after the termination of Federal financial assistance under this subpart; and

[(4) the degree to which a local educational agency demonstrates in the application submitted pursuant to section 564 consultation in program implementation and design with parents, teachers, school administrators, and local teacher organizations, where applicable.

[(d) Priority.—In awarding grants under this subpart, the Secretary shall give priority to demonstration projects that involve at-risk students, including educationally or economically disadvantaged students, students with disabilities, limited-English proficient students, and young students.

[(e) Grants Must Supplement Other Funds.—A local educational agency shall use the Federal funds received under this subpart to supplement and not supplant other Federal, State and local funds available to the local educational agency.

[SEC. 563. PROGRAM REQUIREMENTS.

[(a) Annual Competition.—In each fiscal year, the Secretary shall announce the factors to be examined in a demonstration project assisted under this subpart. Such factors may include—

[(1) the magnitude of the reduction in class size to be achieved;

[(2) the level of education and the subject areas in which the demonstration projects shall occur;

[(3) the form of the instructional strategy to be demonstrated; and

[(4) the duration of the project.

[(b) Random Techniques and Appropriate Comparison Groups.—Demonstration projects assisted under this subpart shall be designed to utilize randomized techniques or appropriate comparison groups, where feasible.

[SEC. 564. APPLICATION.

[(a) In General.—In order to receive a grant under this subpart a local educational agency shall submit an application to the Secretary that is responsive to the announcement described in section 563(a), at such time, in such manner, and containing or accompanied by such information as the Secretary may reasonably require.

[(b) Duration.—The Secretary shall encourage local educational agencies to submit applications under this subpart for a period of 3 years.

[(c) Contents.—Each application submitted pursuant to subsection (a) shall include—

[(1) a description of the objectives to be attained with the financial assistance made available under this subpart and the manner in which such financial assistance shall be used to reduce class size;

[(2) a description of the steps to be taken to achieve target class sizes, including, where applicable, the acquisition of additional teaching personnel and classroom space;

[(3) a statement of the methods for the collection of data necessary for the evaluation of the impact of class size reduction programs on student achievement;

[(4) an assurance that the local educational agency shall pay from non-Federal sources the non-Federal share of the costs of the demonstration project for which assistance is sought; and

[(5) such additional assurances as the Secretary may reasonably require.

[(d) SUFFICIENT SIZE AND SCOPE REQUIRED.—The Secretary shall only award grants under this subpart to applicants having applications which describe projects of sufficient size and scope to contribute to carrying out the purposes of this subpart.

[SEC. 565. EVALUATION AND DISSEMINATION.

[(a) NATIONAL EVALUATION.—The Secretary shall conduct a national evaluation of the demonstration projects assisted under this subpart to determine the costs incurred in achieving the reduction in class size and the effects of the reductions on outcomes, such as student performance in the affected subjects or grades, attendance, discipline, classroom organization, management, and teacher satisfaction and retention.

[(b) COOPERATION.—Each local educational agency receiving a grant under this subpart shall cooperate in the national evaluation described in subsection (a) and shall provide such information to the Secretary as the Secretary may reasonably require.

[(c) REPORTS.—The Secretary shall report to the Congress on the results of the evaluation conducted pursuant to subsection (a).

[(d) DISSEMINATION.—The Secretary shall widely disseminate information about the results of the class size demonstration projects assisted under this subpart.

[SEC. 565A. AUTHORIZATION OF APPROPRIATIONS.

[There are authorized to be appropriated $3,000,000 for fiscal year 1993, and such sums as may be necessary for each of the 4 succeeding fiscal years to carry out this subpart.

[Subpart 4—Middle School Teaching Demonstration Programs

[SEC. 566. STATEMENT OF PURPOSE.

[It is the purpose of this subpart to provide financial assistance to institutions of higher education which offer teacher training or retraining programs to develop model programs with a specialized focus on teaching grades 6 through 9.

[SEC. 567. DEFINITIONS.

[As used in this subpart:

[(1) The term "developmentally appropriate" means a program that is appropriate for a child's age and all areas of an individual child's development, including educational, physical, emotional, social, cognitive, and communication.

[(2) The term "middle school" means a school which enrolls students in at least two of the grades 6, 7, 8, and 9.

[SEC. 568. PROGRAM AUTHORIZED.

[(a) In General.—The Secretary is authorized to make grants, on a competitive basis, to institutions of higher education to develop model programs with a specialized focus on teaching grades 6 through 9.

[(b) Special Rule.—

[(1) Equitable distribution.—The Secretary shall ensure an equitable geographic distribution of grants awarded under this subpart.

[(2) Consideration.—The Secretary shall take into consideration equitable levels of funding for urban and rural areas in awarding grants under this subpart.

[(c) Grant Period.—Grants under this subpart may be awarded for a period not to exceed 3 years.

[(d) Funding Limitation.—Grants awarded under this subpart may not exceed $250,000 in the first year of funding.

[SEC. 569. APPLICATION.

[(a) In General.—Each institution of higher education desiring a grant under this subpart shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may reasonably require.

[(b) Contents.—Each application submitted pursuant to subsection (a) shall demonstrate that—

[(1) the applicant will establish and maintain a program of teacher training or retraining designed to offer specialized preparation for individuals teaching grades 6 through 9;

[(2) the applicant has designed a program of teacher training or retraining which includes—

[(A) a study of adolescent development (including cognitive, social, and emotional) with particular emphasis on early adolescent development;

[(B) a study of the influence of institutions such as schools, families, and peer groups in the socialization of adolescents;

[(C) information concerning the organization of schools for students in grades 6 through 9, with particular emphasis on developmentally appropriate school and classroom organization and practices;

[(D) training in at least 2 subject areas and related instructional strategies;

[(E) direct experience through internships in middle grade schools under the guidance of teachers who demonstrate exemplary classroom practices;

[(F) strategies for the prevention and detection of high risk behavior, particularly drug and alcohol abuse, and for the enhancement of self esteem among adolescents;

[(G) a study of effective methods and models of presenting substance abuse information and education to adolescent students; and

[(H) methods of encouraging parental and community involvement with middle schools; and

[(3) the program will be designed and operated with the active participation of classroom teachers and will include an inservice training component.

[SEC. 570. REPORTS AND INFORMATION DISSEMINATION.

[Each institution of higher education receiving a grant under this subpart shall submit to the Secretary such reports and other information regarding programs conducted under this subpart as the Secretary deems necessary. The Secretary shall disseminate such information to other institutions of higher education, State educational agencies, and local educational agencies.

[SEC. 570A. AUTHORIZATION OF APPROPRIATIONS.

[There are authorized to be appropriated $5,000,000 for fiscal year 1993 and such sums as may be necessary for each of the 4 succeeding fiscal years to carry out the provisions of this subpart.]

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PART F—PROGRAMS FOR SPECIAL POPULATIONS

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[Subpart 3—Small State Teaching Initiative

[SEC. 591. MODEL PROGRAMS AND EDUCATIONAL EXCELLENCE.

[(a) PURPOSE.—It is the purpose of this section to provide sufficient funds to small States to enable such States to develop model programs for educational excellence, teacher training and educational reform.

[(b) PROGRAM AUTHORIZED.—

[(1) AUTHORITY.—The Secretary is authorized to make grants to small States in order to enable such States to make grants to eligible institutions for the purpose of enhancing and improving the quality of teacher education, training, and recruitment in the Nation's smallest States.

[(2) EQUITABLE DISTRIBUTION.—The Secretary shall award grants described in paragraph (1) in equal amounts among small States having applications approved under subsection (e).

[(c) INSTITUTIONAL USE OF FUNDS.—Eligible institutions receiving funds under this section may use such funds for the development of innovative teaching techniques and materials, preservice and inservice training programs, renovation of training facilities and construction of model classrooms.

[(d) DEFINITIONS.—

[(1) SMALL STATE.—For the purposes of this section the term "small State" means a State the total population of which is less than 1,108,500 as reported in the 1990 Census of Population and Housing.

[(2) ELIGIBLE INSTITUTION.—For the purposes of this section, the term "eligible institution" means any institution of higher

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education (as such term is defined in section 1201(a)) that is located in a small State and that provides a course of study which prepares an individual to become a classroom teacher.

[(e) APPLICATION.—Any eligible institution which desires to receive a grant under this section shall submit to the State an application which—

[(1) if the State educational agency is not administering the program assisted under this subpart, certifies that the State educational agency has participated in the development of the application;

[(2) provides for a process of active discussion and consultation with an advisory committee convened by the State educational agency and the eligible institution; and

[(3) describes how the institution will use the funding.

[(f) AUTHORIZATION OF APPROPRIATIONS.—For the purposes of this part there are authorized to be appropriated $5,000,000 for fiscal year 1993 and such sums as may be necessary in each of the 4 succeeding fiscal years.]

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[Subpart 5—Early Childhood Education Training

[SEC. 596. TRAINING IN EARLY CHILDHOOD EDUCATION AND VIOLENCE COUNSELING.

[(a) PROGRAM AUTHORIZED.—The Secretary shall award grants to institutions of higher education to enable such institutions to establish innovative programs to recruit and train students for careers in—

[(1) early childhood development and care, or preschool programs; or

[(2) providing counseling to young children from birth to 6 years of age who have been affected by violence and to adults who work with such young children.

[(b) APPLICATION.—An institution of higher education desiring a grant pursuant to subsection (a) shall submit an application to the Secretary at such time, in such form and containing or accompanied by such information or assurances as the Secretary may require. Each such application shall—

[(1) describe the activities and services for which assistance is sought;

[(2) contain a plan in accordance with subsection (c);

[(3) demonstrate that such institution has the capacity to implement such plan; and

[(4) provide assurances that such plan was developed in consultation with agencies and organizations that will assist the institution in carrying out such plan.

[(c) PLAN.—Each application described in subsection (a) shall contain a comprehensive plan for the recruitment, retention and training of students seeking careers in early childhood development or violence counseling. Such plan shall include a description of—

[(1) specific strategies for reaching students at secondary schools, community colleges, undergraduate institutions, or other agencies and institutions from which such students are to be drawn for participation in the program, including any partnerships with such institutions;

[(2) specific strategies for retaining such students in the program, such as summer sessions, internships, mentoring, and other activities;

[(3) methods that will be used to ensure that students trained pursuant to the plan will find employment in early childhood education, development and care, or violence counseling;

[(4) the goals, objectives, and timelines to be used in assessing the success of the plan and of the activities assisted under this section;

[(5) the curriculum and training leading to the degree or credential that prepares students for the careers described in the plan;

[(6) the special plans, if any, to assure that students trained pursuant to the plan will be prepared for serving in economically disadvantaged areas; and

[(7) sources of financial aid, to ensure that the training program offered pursuant to this section is available to all qualified students.

[(d) SELECTION AND PRIORITIES.—In evaluating the applications submitted under this section, the Secretary shall prescribe criteria regarding such evaluation and shall give priority in granting funds to institutions that—

[(1) prepare students for work in economically disadvantaged areas;

[(2) plan to focus their recruitment, retention, and training efforts on disadvantaged students; and

[(3) have demonstrated effectiveness in providing the type of training for which the institution seeks assistance under this section.

[(e) DURATION AND AMOUNT.—

[(1) DURATION.—A grant under this section shall be awarded for a period of not less than 3 years nor more than 5 years.

[(2) AMOUNT.—The total amount of the grant awarded under this section to any institution of higher education for any 1 year shall not be less than $500,000 nor more than $1,000,000.

[SEC. 597. EARLY CHILDHOOD STAFF TRAINING AND PROFESSIONAL ENHANCEMENT.

[(a) PROGRAM AUTHORIZED.—

[(1) IN GENERAL.—The Secretary shall award grants, on a competitive basis, to States in accordance with the provisions of this section.

[(2) DURATION.—Grants under this section shall be awarded for a period of 5 years.

[(b) APPLICATION.—A State desiring a grant pursuant to this section shall submit an application to the Secretary at such time, in such form and containing or accompanied by such information or assurances as the Secretary may require.

[(c) LEAD AGENCY.—

[(1) DESIGNATION OF LEAD AGENCY.—The chief executive officer of a State, in consultation with the State educational agency, desiring to receive a grant shall designate an appropriate State agency to act as the lead agency to—

[(A) administer funds received under this section;

[(B) develop a State plan pursuant to subsection (e); and

[(C) coordinate the provision of services with other appropriate Federal, State, and local programs.

[(2) ADVISORY COMMITTEE.—The lead agency shall establish an advisory committee, described in subsection (d), to assist in developing the plan required under subsection (e).

[(d) ADVISORY COMMITTEE.—Each advisory committee established pursuant to subsection (c)(2) shall consist of a representative of the following agencies, institutions, organizations, divisions, programs or departments in the State to the extent such entities exist within such State:

[(1) The lead State agency responsible for administering funds received under the Child Care and Development Block Grant Act.

[(2) Other State agencies administering or regulating childcare, early childhood development or education programs.

[(3) Institutions of higher education.

[(4) Organizations representing early childhood development staff and parents.

[(5) A local child care resource and referral agency or an organization representing local child care resource and referral.

[(6) A State Head Start association.

[(7) An organization with significant experience in training in the fields of early childhood development, early care and early education.

[(8) State agencies or departments administering or regulating employment, job training, and community development programs.

[(e) STATE PLAN.—

[(1) IN GENERAL.—Each State desiring a grant under this section shall submit, through the lead agency, a plan to the Secretary at such time, in such manner and accompanied by such information as the Secretary may reasonably require. The Secretary shall consult with the Secretary of Health and Human Services regarding the contents of such plan.

[(2) CONTENTS.—Each plan submitted pursuant to subsection (a) shall—

[(A) identify the lead agency as described in subsection (c);

[(B) assess the training offerings and content of such offerings, amount of training required for an early childhood development staff license or certificate, compensation, recruitment and turnover of staff, and any coordination of training offerings and professional growth of early childhood development staff in the State;

[(C) describe the goals of the activities assisted under this part; and

[(D) describe how the State shall—

[(i) identify and maintain a career development path, based on a progression of roles for early childhood development staff, with each role articulated with training and different levels of responsibility and suggested compensation, in such manner as will permit an individual to qualify for a more responsible role;

[(ii) ensure that trainers of early childhood development staff in the State are qualified, licensed or certified in accordance with State law;

[(iii) describe the ways in which the State will encourage the coordination of training programs among institutions of higher education, including, if practicable, transfer of credits among institutions;

[(iv) set forth the ways in which the State will pay the costs of any assessment, credentialing, certification, licensing, training offering, training inventory, increase in staff participation in training, or other services assisted by a grant under this section;

[(v) describe the ways in which the State plans to coordinate the various State and local agencies and organizations to maximize coordination of standards and requirements for certifications, licenses, and accreditations;

[(vi) describe the ways in which the State will compile and disseminate information on—

[(I) training offerings;

[(II) requirements for admission into courses and programs;

[(III) requirements for a license, certificate, credential, or degree to which such offerings may be applied;

[(IV) funding sources available for such activities; and

[(V) the cost of training offerings; and

[(vii) describe the ways in which the State will use the funds received under this section and any other funds available to the State to carry out the activities described in the State plan.

[SEC. 598. REPORT.

[Each institution of higher education or State receiving a grant under this subpart shall submit to the Secretary program reports and evaluations at such times and containing such information as the Secretary may require.

[SEC. 599. AUTHORIZATION OF APPROPRIATIONS.

[(a) TRAINING IN EARLY CHILDHOOD EDUCATION AND VIOLENCE COUNSELING.—To carry out activities described in section 596, there are authorized to be appropriated $20,000,000 for fiscal year 1993 and such sums as may be necessary for each of the 4 succeeding fiscal years.

[(b) EARLY CHILDHOOD STAFF TRAINING AND PROFESSIONAL ENHANCEMENT.—To carry out activities described in section 597, there are authorized to be appropriated $10,000,000 for fiscal year 1993 and such sums as may be necessary for each of the 4 succeeding fiscal years.]

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TITLE X—POSTSECONDARY IMPROVEMENT PROGRAMS

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[PART E—GRANTS TO STATES FOR WORKPLACE AND COMMUNITY TRANSITION TRAINING FOR INCARCERATED YOUTH OFFENDERS

[SEC. 1091. GRANTS TO STATES FOR WORKPLACE AND COMMUNITY TRANSITION TRAINING FOR INCARCERATED YOUTH OFFENDERS.

[(a) FINDINGS.—The Congress finds the following:

[(1) Over 150,000 youth offenders age 21 and younger are incarcerated in the Nation's jails, juvenile facilities, and prisons.

[(2) Most youth offenders who are incarcerated have been sentenced as first-time adult felons.

[(3) Approximately 75 percent of youth offenders are high school dropouts who lack basic literacy and life skills, have little or no job experience, and lack marketable skills.

[(4) The average incarcerated youth has attended school only through grade 10.

[(5) Most of these youths can be diverted from a life of crime into productive citizenship with available educational, vocational, work skills, and related service programs.

[(6) If not involved with educational programs while incarcerated, almost all of these youths will return to a life of crime upon release.

[(7) The average length of sentence for a youth offender is about 3 years. Time spent in prison provides a unique opportunity for education and training.

[(8) Even with quality education and training provided during incarceration, a period of intense supervision, support, and counseling is needed upon release to ensure effective reintegration of youth offenders into society.

[(9) Research consistently shows that the vast majority of incarcerated youths will not return to the public schools to complete their education.

[(10) There is a need for alternative educational opportunities during incarceration and after release.

[(b) DEFINITION.—For purposes of this part, the term "youth offender" means a male or female offender under the age of 25, who is incarcerated in a State prison, including a prerelease facility.

[(c) GRANT PROGRAM.—The Secretary shall establish a program in accordance with this section to provide grants to the State correctional education agencies to assist and encourage incarcerated youths to acquire functional literacy, life, and job skills, through the pursuit of a postsecondary education certificate, or an associate of arts or bachelor's degree while in prison, and employment counseling and other related services which start during incarceration and continue through prerelease and while on parole.

[(d) APPLICATION.—To be eligible for a grant under this section, a State correctional education agency shall submit to the Secretary a proposal for a youth offender program that—

[(1) identifies the scope of the problem, including the number of incarcerated youths in need of postsecondary education and vocational training;

[(2) lists the accredited public or private educational institution or institutions that will provide postsecondary educational services;

[(3) lists the cooperating agencies, public and private, or businesses that will provide related services, such as counseling in the areas of career development, substance abuse, health, and parenting skills;

[(4) describes the evaluation methods and performance measures that the State correctional education agency will employ, provided that such methods and measures are appropriate to meet the goals and objectives of the proposal, and that such methods and measures include measures of—

[(A) program completion;

[(B) student academic and vocational skill attainment;

[(C) success in job placement and retention; and

[(D) recidivism;

[(5) describes how the proposed programs are to be integrated with existing State correctional education programs (such as adult education, graduate education degree programs, and vocational training) and State industry programs;

[(6) addresses the educational needs of youth offenders who are in alternative programs (such as boot camps); and

[(7) describes how students will be selected so that only youth offenders eligible under subsection (f) will be enrolled in postsecondary programs.

[(e) Program Requirements.—Each State correctional education agency receiving a grant under this section shall—

[(1) integrate activities carried out under the grant with the objectives and activities of the school-to-work programs of such State, including—

[(A) work experience or apprenticeship programs;

[(B) transitional worksite job training for vocational education students that is related to the occupational goals of such students and closely linked to classroom and laboratory instruction;

[(C) placement services in occupations that the students are preparing to enter;

[(D) employment-based learning programs; and

[(E) programs that address State and local labor shortages;

[(2) annually report to the Secretary and the Attorney General on the results of the evaluations conducted using the methods and performance measures contained in the proposal; and

[(3) provide to each State for each student eligible under subsection (f) not more than $1,500 annually for tuition, books, and essential materials, and not more than $300 annually for related services such as career development, substance abuse counseling, parenting skills training, and health education, for each eligible incarcerated youth.

[(f) STUDENT ELIGIBILITY.—A youth offender shall be eligible for participation in a program receiving a grant under this section if the youth offender—

[(1) is eligible to be released within five years (including a youth offender who is eligible for parole within such time); and

[(2) is 25 years of age or younger.

[(g) LENGTH OF PARTICIPATION.—A State correctional education agency receiving a grant under this section shall provide educational and related services to each participating youth offender for a period not to exceed 5 years, 1 year of which may be devoted to study in a graduate education degree program or to remedial education services for students who have obtained a secondary school diploma. Educational and related services shall start during the period of incarceration in prison or prerelease and may continue during the period of parole.

[(h) EDUCATION DELIVERY SYSTEMS.—State correctional education agencies and cooperating institutions shall, to the extent practicable, use high-tech applications in developing programs to meet the requirements and goals of this section.

[(i) ALLOCATION OF FUNDS.—From the amounts appropriated pursuant to subsection (j), the Secretary shall allot to each State an amount that bears the same relationship to such funds as the total number of students eligible under subsection (f) in such State bears to the total number of such students in all States.

[(j) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this section $5,000,000 for fiscal year 1995 and such sums as may be necessary for fiscal year 1996 and each of the four succeeding fiscal years.]

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ADULT EDUCATION ACT

TITLE III—ADULT EDUCATION PROGRAMS

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PART C—WORKPLACE LITERACY AND ENGLISH LITERACY GRANTS

[SEC. 371. BUSINESS, INDUSTRY, LABOR, AND EDUCATION PARTNERSHIPS FOR WORKPLACE LITERACY.

[(a) GRANTS FOR EXEMPLARY DEMONSTRATION PARTNERSHIPS FOR WORKPLACE LITERACY.—(1) Subject to subsection (b), the Secretary, in consultation with the Secretary of Labor and the Administrator of the Small Business Administration, shall make demonstration grants to exemplary education partnerships for workplace literacy to pay the Federal share of the cost of adult education programs which teach literacy skills needed in the workplace through partnerships between—

[(A) business, industry, labor organizations, or private industry councils; and

[(B) State educational agencies, local educational agencies, institutions of higher education, or schools (including employment and training agencies or community-based organizations).

[(2) Grants under paragraph (1) may be used—

[(A) to fund 70 percent of the cost of programs which meet the requirements of paragraph (3); and

[(B) for administrative costs incurred by State educational agencies, local educational agencies, and other entities described in paragraph (1) that receive grants under this subsection in establishing programs funded under subparagraph (A).

[(3) Programs funded under paragraph (2)(A) shall be designed to improve the productivity of the workforce through improvement of literacy skills needed in the workplace by—

[(A) providing adult literacy and other basic skills services and activities;

[(B) providing adult secondary education services and activities which may lead to the completion of a high school diploma or its equivalent;

[(C) meeting the literacy needs of adults with limited English proficiency;

[(D) upgrading or updating basic skills of adult workers in accordance with changes in workplace requirements, technology, products, or processes;

[(E) improving the competency of adult workers in speaking, listening, reasoning, and problem solving; or

[(F) providing education counseling, transportation, and non-working hours child care services to adult workers while they participate in a program funded under paragraph (2)(A).

[(4) An application to receive funding for a program out of a grant made to a partnership under this subsection shall—

[(A) be submitted jointly by—

[(i) a business, industry, or labor organization, or private industry council; and

[(ii) a State educational agency, local educational agency, institution of higher education, or school (including an area vocational school, an employment and training agency, or community-based organization);

[(B) set forth the respective roles of each member of the partnership;

[(C) contain such additional information as the Secretary may require, including evidence of the applicant's experience in providing literacy services to working adults;

[(D) describe the plan for carrying out the requirements of paragraph (3); and

[(E) provide assurances that the applicant will use the funds to supplement and not supplant funds otherwise available for the purpose of this section.

[(5) In awarding grants under this section, the Secretary shall give priority to applications from partnerships that include small businesses.

[(6) The Secretary is authorized to award grants under this section for a period not to exceed 3 years.

[(b) GRANTS TO STATES.—(1) Whenever in any fiscal year, appropriations under subsection (e) are equal to or exceed $50,000,000, the Secretary shall make grants to States which have State plans approved by the Secretary under section 342 to pay the Federal share of the cost of adult education programs which teach literacy skills needed in the workplace through partnerships between—

[(A) business, industry, or labor organizations, or private industry councils; and

[(B) State educational agencies, local educational agencies, institutions of higher education, or schools (including employment and training agencies or community-based organizations).

[(2) Grants under paragraph (1) may be used—

[(A) to fund 70 percent of the cost of programs which meet the requirements of paragraph (4);

[(B) for administrative costs incurred by State educational agencies, local educational agencies, and other entities described in paragraph (1) that receive grants under this subsection in establishing programs funded under subparagraph (A); and

[(C) for costs incurred by State educational agencies in obtaining evaluations described in paragraph (3)(A)(iii).

[(3) A State shall be eligible to receive its allotment under paragraph (7)(B) if it—

[(A) includes in a State plan submitted to the Secretary under section 342 a description of—

[(i) the requirements for State approval of funding of a program;

[(ii) the procedures under which applications for such funding may be submitted; and

[(iii) the method by which the State shall obtain annual third-party evaluation of student achievement in, and overall effectiveness of services provided by, all programs which receive funding out of a grant made to the State under this section; and

[(B) satisfies the requirements of section 306(a).

[(4) The program requirements set forth in subsection (a)(3) shall apply to the program authorized by this subsection.

[(5) An application to receive funding for a program from a grant made to a State under paragraph (1) shall contain the same information required in subparagraphs (A) through (E) of subsection (a)(4).

[(6) If a State is not eligible for a grant under paragraph (1) of this subsection, the Secretary shall use the State's allotment under paragraph (7) to make direct grants to applicants in that State who are qualified to teach literacy skills needed in the workplace.

[(7)(A) The Federal share of expenditures for programs in a State funded under this subsection shall be paid from a State's allotment under this paragraph.

[(B) From the sum appropriated for each fiscal year under subsection (c) for any fiscal year in which appropriations equal or exceed $50,000,000, the Secretary shall allot to each State (as defined in section 312(7)) an amount proportionate to the amount such State receives under section 313.

[(C) At the end of each fiscal year, the portion of any State's allotment for that fiscal year which—

[(i) exceeds 10 percent of the total allotment for the State under paragraph (2) for the fiscal year; and

[(ii) remains unobligated;

shall be reallocated among the other States in the same proportion as each State's allocation for such fiscal year under paragraph (2).

[(c) GRANT FOR NATIONAL WORKFORCE LITERACY STRATEGIES.—(1) In any fiscal year in which amounts appropriated pursuant to the authorization contained in subsection (e) equal or exceed $25,000,000, the Secretary shall reserve not more than $5,000,000 to establish a program of grants to facilitate the design and implementation of national strategies to assist unions, unions in collaboration with programs eligible for assistance under this Act and businesses, and small- and medium-sized businesses to effectively provide literacy and basic skills training to workers.

[(2) Grants awarded under this subsection shall pay the Federal share of the cost of programs to establish large-scale national strategies in workforce literacy, which may include the following activities:

[(A) Basic skills training that is—

[(i) cost-effective;

[(ii) needed by employees; and

[(iii) required by employers to establish a trainable workforce that can take advantage of further job specific training and advance the productivity of the labor force on an individual, industry, or national level.

[(B) Specific program offerings, which may include—

[(i) English as a second language instruction;

[(ii) communications skill building;

[(iii) interpersonal skill building;

[(iv) reading and writing skill building; and

[(v) computation and problem solving.

[(C) Appropriate assessments of the literacy and basic skills needs of individual workers and the skill levels required by business.

[(D) Cooperative arrangements with other organizations involved in providing literacy and basic skills training, including adult education organizations, vocational education organizations, community and junior colleges, community-based organizations, State level agencies, and private industry councils.

[(E) The establishment as appropriate of technology-based learning environments, such as computer-based learning centers.

[(3) Any partnership described in subsection (a)(1) that desires to receive a grant under this subsection shall submit a proposal to the Secretary. The proposal shall contain a plan specifying a strategy for designing and implementing workforce literacy and basic skills training for workers, and justifying the national, statewide, or industry-wide importance of this strategy. The proposal shall include—

[(A) a demonstration of need for literacy and basic skills training;

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[(B) a description of the business or industry for which the strategy is to be established;

[(C) a statement of specific, measurable goals and participant outcomes;

[(D) a strategy for achieving the goals, including a description of the process to identify literacy and basic skills required by employers and the skills of individual workers, and a description of the specific services to be provided; and

[(E) a description of the costs of the activities to be undertaken.

[(4) The Secretary shall develop a formal process for the submission of proposals and publish an announcement in the Federal Register with respect to that process and the availability of grants under this subsection.

[(5) The Federal share of the cost of a program assisted under this subsection shall not exceed 70 percent.

[(6) The Secretary shall give priority for grants under this subsection to proposals to carry out activities described in paragraph (2)(D).

[(7) In awarding grants under this subsection, the Secretary may consider geographic factors, such as rural and urban areas and national distribution.

[(8) Of the grants awarded under this subsection each year, not less than 5 shall each be for an amount that is not less than $500,000.

[(d) Evaluation.—The Secretary shall reserve not more than 2 percent of any amount appropriated pursuant to the authorization contained in subsection (e) for the purpose of carrying out an independent evaluation of the effectiveness of programs assisted under this section in improving the literacy and basic skills of workers and the productivity of employees, including potential for the replicability or adaption of such programs.

[(e) Authorization of Appropriations.—(1) There are authorized to be appropriated for purposes of carrying out this section such sums as may be necessary for the fiscal year 1991, $60,000,000 for the fiscal year 1992, and such sums as may be necessary for each of the fiscal years 1993, 1994, and 1995.

[(2) No funds may be appropriated under paragraph (1) of this subsection for any fiscal year unless the appropriation for this Act (other than this part) for that year is equal to or greater than $110,000,000.

[(3) Amounts appropriated under this subsection shall remain available until expended.

[SEC. 372. ENGLISH LITERACY GRANTS.

[(a) Grants to States.—(1) The Secretary may make grants to States which have State plans approved by the Secretary under section 342 for the establishment, operation, and improvement of English literacy programs for individuals of limited English proficiency. Such grants may provide for support services for program participants, including child care and transportation costs.

[(2) A State shall be eligible to receive a grant under paragraph (1) if the State includes in a State plan submitted to the Secretary under section 342 a description of—

[(A) the number of individuals of limited English proficiency in the State who need or could benefit from programs assisted under this chapter;

[(B) the activities which would be undertaken under the grant and the manner in which such activities will promote English literacy and enable individuals in the State to participate fully in national life;

[(C) how the activities described in subparagraph (B) will serve individuals of limited English proficiency, including the qualifications and training of personnel who will participate in the proposed activities;

[(D) the resources necessary to develop and operate the proposed activities and the resources to be provided by the State; and

[(E) the specific goals of the proposed activities and how achievement of these goals will be measured.

[(3) The Secretary may terminate a grant only if the Secretary determines that—

[(A) the State has not made substantial progress in achieving the specific educational goals set out in the application; or

[(B) there is no longer a need in the State for the activities funded by the grant.

[(b) SET-ASIDE FOR COMMUNITY-BASED ORGANIZATIONS.—A State that is awarded a grant under subsection (a) shall use not less than 50 percent of funds awarded under the grant to fund programs operated by community-based organizations with the demonstrated capability to administer English proficiency programs.

[(c) REPORT.—A State that is awarded a grant under subsection (a) shall submit to the Secretary a report describing the activities funded under the grant for each fiscal year covered by the grant.

[(d) DEMONSTRATION PROGRAM.—The Secretary, subject to the availability of funds appropriated pursuant to this section, shall directly, and through grants and contracts with public and private nonprofit agencies, institutions, and organizations, carry out a program—

[(1) through the Adult Education Division to develop innovative approaches and methods of literacy education for individuals of limited English proficiency utilizing new instructional methods and technologies; and

[(2) to designate the Center for Applied Linguistics of the Office of Educational Research and Improvement as a national clearinghouse on literacy education for individuals of limited English proficiency to collect and disseminate information concerning effective approaches or methods, including coordination with employment training and other education programs.

[(e) EVALUATION AND AUDIT.—The Secretary shall evaluate the effectiveness of programs conducted under this section. Programs funded under this section shall be audited in accordance with chapter 75 of title 31, United States Code.

[(f) AUTHORIZATION OF APPROPRIATIONS.—(1) There are authorized to be appropriated $25,000,000 for the fiscal year 1988, $26,300,000 for the fiscal year 1989, $27,600,000 for the fiscal year 1990, $29,000,000 for the fiscal year 1991, $30,500,000 for the fiscal year 1992, and $32,000,000 for the fiscal year 1993 to carry out this section.

[(2) Funds appropriated pursuant to this section shall remain available until expended.

[(3) Funds appropriated under this subsection may be combined with other funds made available for the State by the Federal Government for literacy training for individuals with limited English proficiency.

[(4) Not more than 10 percent of funds available under this section may be used to carry out the provisions of subsection (d).

[(5) Not more than 5 percent of funds available under this section may be used for State administration, technical assistance, and training.

[SEC. 373. EDUCATION PROGRAMS FOR COMMERCIAL DRIVERS.

[(a) PROGRAM AUTHORIZED.—The Secretary is authorized to make grants on a competitive basis to pay the Federal share of the costs of establishing and operating adult education programs which increase the literacy skills of eligible commercial drivers so that such drivers may successfully complete the knowledge test requirements under the Commercial Motor Vehicle Safety Act of 1986.

[(b) FEDERAL SHARE.—The Federal share of the costs of the adult education programs authorized under subsection (a) shall be 50 percent. Nothing in this subsection shall be construed to require States to meet the non-Federal share from State funds.

[(c) ELIGIBLE ENTITIES.—Entities eligible to receive a grant under this section include—

[(1) private employers employing commercial drivers in partnership with agencies, colleges, or universities described in paragraph (2);

[(2) local educational agencies, State educational agencies, colleges, universities, or community colleges;

[(3) approved apprentice training programs; and

[(4) labor organizations, the memberships of which include commercial drivers.

[(d) REFERRAL PROGRAM.—Grantees shall refer to appropriate adult education programs as authorized under this Act individuals who are identified as having literacy skill problems other than or beyond those which prevent them from successfully completing the knowledge test requirements under the Commercial Motor Vehicle Driver Safety Act of 1986.

[(e) DEFINITIONS.—For purposes of this section:

[(1) The term "approved apprentice training programs" has the meaning given such term in the National Apprenticeship Act of 1937.

[(2) The term "eligible commercial driver" means a driver licensed prior to the requirements of the Commercial Motor Vehicle Safety Act of 1986.

[(f) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated $3,000,000 for each of fiscal years 1991, 1992, and 1993.]

PART D—NATIONAL PROGRAMS

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[SEC. 382. ADULT LITERACY VOLUNTEER TRAINING.

[(a) General Authority.—The Secretary is authorized to carry out a program of making grants to States and local eligible recipients to support planning, implementation, and evaluation of programs designed to train adult volunteers, especially the elderly, who wish to participate as tutors in local adult education programs.

[(b) Priority.—In carrying out the provisions of this part the Secretary shall from funds reserved under section 313(d) give second priority to the portion of the program described in subsection (a) for adult volunteers.]

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CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT

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TITLE III—SPECIAL PROGRAMS

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[PART D—BUSINESS-LABOR-EDUCATION PARTNERSHIP FOR TRAINING

[SEC. 331. FINDINGS AND PURPOSE.

[The Congress finds that—

[(1) there is a need to infuse resources into the schools for the purpose of improving the quality of vocational education; and

[(2) there is a need to fulfill the needs of business for skilled employees who meet certain minimal standards in key occupational areas.

[Sec. 332. (a)(1) From amounts authorized under section 3(d)(1)(D) that are made available for this part, the Secretary shall make grants to States to enable States to award grants to partnerships among—

[(A) an area vocational education school, a State agency, a local educational agency, a secondary school funded by the Bureau of Indian Affairs, an institution of higher education, a State corrections educational agency or an adult learning center; and

[(B) business, industry, labor organizations, or apprenticeship programs; to carry out business-labor-education partnership training programs in accordance with this part.

[(2) The Secretary shall ensure an equitable geographic distribution of grants under this part.

[(b) Grants to any State under this part shall be used in accordance with State plans and shall provide incentives for the coordination of programs assisted with funds under this part with related efforts under part E and under the Job Training Partnership Act. Each such State plan shall contain assurances to the Secretary that—

[(1) funds received under this part will be awarded on a competitive basis solely for vocational education programs, including programs—

[(A) to provide apprenticeships and internships in industry;

[(B) to provide new equipment;

[(C) to provide teacher internships or teacher training;

[(D) that bring representatives of business and organized labor into the classroom;

[(E) to increase the access to, and quality of, programs for individuals who are members of special populations;

[(F) to strengthen coordination between vocational education programs, and the labor and skill needs of business and industry;

[(G) to address the economic development needs of the area served by the partnership;

[(H) to provide training and career counseling that will enable workers to retain their jobs;

[(I) to provide training and career counseling that will enable workers to upgrade their jobs; and

[(J) that address the needs of new and emerging industries, particularly industries in high-technology fields.

[(2) the State will give preference to partnerships that coordinate with local chambers of commerce (or the equivalent), local labor organizations, or local economic development plans;

[(3) the State will give priority to programs offered by partnerships that provide job training in areas or skills where there are significant labor shortages;

[(4) the State shall ensure an equitable distribution of assistance under this part between urban and rural areas;

[(5) except as provided in paragraph (6), not less than 50 percent of the aggregate cost of programs and projects assisted under this part will be provided from non-Federal sources, and not less than 50 percent of such non-Federal share will be provided by businesses or labor organizations participating in the partnership; and

[(6) in the event that the partnership includes a small business or labor organization, 40 percent of the aggregate cost of the programs and projects assisted under this part will be provided from non-Federal sources and not less than 50 percent of such non-Federal share will be provided by participating businesses or labor organizations.

[(c) Not less than 20 percent of the sums made available to a State under this part shall be used for programs designed to eliminate sex, age, and race bias and stereotyping under subsection (b) and for activities to ensure that programs under this part are accessible to all segments of the population, including women, the disadvantaged, the handicapped, individuals with limited English proficiency, and minorities.

[(d) The Secretary shall prescribe policies for vocational education programs carried out with assistance under this part. Such policies shall include examples of allowable expenses for business-labor-education partnerships.

[USE OF FUNDS

[SEC. 333. (a) Funds made available to the States by grants under this part may be used solely for the establishment and operation of programs and projects described by section 342(b) and for—

[(1) necessary administrative costs of the State board and of eligible recipients associated with the establishment and operation of programs authorized by this part;

[(2) training and retraining of instructional and guidance personnel;

[(3) curriculum development and the development or acquisition of instructional and guidance equipment and materials;

[(4) acquisition and operation of communications and telecommunications equipment and other high-technology equipment for programs authorized by this part; and

[(5) such other activities authorized by this title as may be essential to the successful establishment and operation of programs and projects authorized by this part, including activities and related services to ensure access of women, minorities, the handicapped, and the economically disadvantaged.

[(b) In approving programs and projects assisted under this part, the State board shall give special consideration to—

[(1) the level and degree of business and industry participation in the development and operation of the program;

[(2) the current and projected demand within the State or relevant labor market area for workers with the level and type of skills the program is designed to produce;

[(3) the overall quality of the proposal, with particular emphasis on the probability of successful completion of the program by prospective trainees and the capability of the eligible recipient (with assistance from participating business or industry) to provide high quality training for skilled workers and technicians in high technology; and

[(4) the commitment to serve all segments of the population, including women, minorities, the handicapped, and the economically disadvantaged (as demonstrated by special efforts to provide outreach, information, and counseling, and by the provision of remedial instruction and other assistance).

[(c) Expenditures for administrative costs pursuant to subsection (a)(1) may not exceed 10 per centum of the State's allotment for this part in the first year and 5 per centum of such allotment in each subsequent year.

[(d)(1) Funds made available pursuant to section 3(b)(5)(B) of this Act may be used, in accordance with this part, to provide vocational education to individuals in order to assist their entry into, or advancement in, high technology occupations or to meet the technological needs of other industries or businesses.

[(2) Special consideration shall be given to individuals described in paragraph (1) who have attained 55 years of age.]

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[PART F—SUPPLEMENTARY STATE GRANTS FOR FACILITIES AND EQUIPMENT AND OTHER PROGRAM IMPROVEMENT ACTIVITIES

[SEC. 351. STATEMENT OF PURPOSE.

[It is the purpose of this part to provide funding to local educational agencies in economically depressed areas for program improvement activities, especially the improvement of facilities and acquisition or leasing of equipment to be used to carry out vocational education programs that receive assistance under this Act.

[SEC. 352. ALLOTMENT TO STATES.

[In each fiscal year, from any amounts appropriated for purposes of carrying out this part, the Secretary shall allot to each State an amount which bears the same ratio to such appropriated amounts as the aggregate amount allocated to counties in such State for such fiscal year under section 1006 of the Elementary and Secondary Education Act of 1965 bears to the total amount appropriated for carrying out such section for such fiscal year.

[SEC. 353. ALLOCATION TO LOCAL EDUCATIONAL AGENCIES.

[(a) DISTRIBUTION OF ALL GRANT AMOUNTS.—In each fiscal year for which a State receives a grant under this part, the State shall distribute not less than 100 percent of the amounts made available under the grant to eligible local educational agencies as provided in subsection (b).

[(b) GRANT AMOUNTS.—In each fiscal year for which a State receives a grant under this part, each eligible local educational agency or consortium of such agencies in the State shall receive an amount under this part that bears the same relationship to the amount received by such local educational agency or agencies under section 1006 of the Elementary and Secondary Education Act of 1965 bears to the aggregate amount received by local educational agencies in such State under such section in such fiscal year.

[SEC. 354. USES OF FUNDS.

[Each local educational agency or consortium of such agencies that receives a grant under this part shall—

[(1) give first priority to using funds provided under the grant for improving facilities and acquiring or leasing equipment for carrying out vocational education programs that receive assistance under this Act; and

[(2) then may use any funds not required to carry out the provisions of paragraph (1) for other program improvement activities, such as curriculum development or teacher training.

[SEC. 355. STATE APPLICATIONS.

[(a) IN GENERAL.—Each State that desires to receive a grant under this part shall submit to the Secretary an application at such time, in such manner, and containing or accompanied by such information as the Secretary may reasonably require. Each such application shall—

[(1) designate the sole State agency described in section 111(a)(1) as the State agency responsible for the administration and supervision of activities carried out with assistance under this part;

[(2) provide for a process of consultation with the State council established under section 112;

[(3) describes how funds will be allocated in a manner consistent with section 353;

[(4) provide for an annual submission of data concerning the use of funds and students served with assistance under this part;

[(5) provide that the State educational agency will keep such records and provide such information to the Secretary as may be required for purposes of financial audits and program evaluations; and

[(6) contain assurances that the State will comply with the requirements of this part.

[(b) Period of Application.—An application submitted by the State under subsection (a) shall be for a period of not more than 3 years and shall be amended annually.

[SEC. 356. LOCAL APPLICATIONS.

[Each local educational agency or consortium of such agencies that desires to receive a grant under this part shall submit to the State an application at such time, in such manner, and containing or accompanied by such information as the State may reasonably require.

[PART G—COMMUNITY EDUCATION EMPLOYMENT CENTERS AND VOCATIONAL EDUCATION LIGHTHOUSE SCHOOLS

[Subpart 1—Community Education Employment Centers

[SEC. 361. SHORT TITLE.

[This part may be cited as the "Community Education Employment Center Act of 1990".

[SEC. 362. PURPOSE.

[It is the purpose of this part to establish and evaluate model high school community education employment centers to meet the education needs of low-income urban and rural youth by awarding grants to eligible recipients to enable such eligible recipients to establish community education employment centers to provide students with the education, skills, support services, and enrichment necessary to ensure—

[(1) graduation from secondary school;

[(2) successful transition from secondary schools to a broad range of postsecondary institutions; and

[(3) employment, including military service.

[SEC. 363. PROGRAM AUTHORIZED.

[(a) In General.—The Secretary is authorized to make grants to eligible recipients having applications approved pursuant to section 369 to establish and operate not more than 10 community education employment centers nationwide.

[(b) GRANT PERIOD.—Grants awarded under this section may be for a period of 5 years.

[SEC. 364. PROGRAM REQUIREMENTS.

[Each eligible recipient receiving a grant under this part shall—

[(1) operate a community education employment center on an extended year and extended day basis;

[(2) establish a collegial working environment, with substantial opportunities for staff training and development and shared decisionmaking;

[(3) maintain small class sizes, and to the extent possible, maintain an average class size of 15 students or less;

[(4) have the option to organize community education and employment centers into 1 or more programs, specializing in different areas of study of particular interest and employment opportunities for the student population;

[(5) offer a broad array of secondary school coursework, including, to the extent possible—

[(A) English, mathematics, history, geography, biology, chemistry, physics, and computer science;

[(B) opportunities for student participation in a wide range of extracurricular activities, including community service and exploration, sports, fine and performing arts and tutorial study sessions;

[(C) a comprehensive vocational-technical education program developed through regular consultation with employer-labor panels with knowledge of relevant industries, and which offers skills in planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, economic development and health, safety, and environment issues;

[(D) courses in health, nutrition, and parenting;

[(6) offer students on-site opportunities for assistance with career planning and decisionmaking, employability, entrepreneurial abilities, interpersonal communication skills, and remedial studies;

[(7) maintain an emphasis on the development of academic skills, regardless of student career objectives;

[(8) provide technical assistance and training to staff from other schools and local education agencies within the State who wish to replicate community education employment center capabilities;

[(9) seek to utilize community organizations to provide support for educational activities and services to parents and students; and

[(10) offer school-to-work transition services.

[SEC. 365. SUPPORT SERVICES REQUIREMENTS.

[Each eligible recipient receiving a grant under this part shall establish in each community education employment center a support system to coordinate services for students, including—

[(1) a comprehensive program of confidential guidance counseling, providing—

[(A) guidance for career and personal decisionmaking and postsecondary institution placement;

[(B) mentoring and referral to appropriate social services; and

[(C) an accessible counseling service to help parents to focus on the enhancement of student education;

[(2) an on-site job service office to offer students—

[(A) career guidance, development, and employment counseling, which provides information about a broad range of occupations and alternative career paths;

[(B) labor market information, job development, career testing, and occupational placement services for part-time and summer employment, internships, cooperative programs, and part-time and full-time employment opportunities upon graduation; and

[(C) assistance in arranging part-time employment, so long as such employment does not adversely affect academic performance;

[(3) assistance in arranging a summer program of work, education, or enrichment sessions;

[(4) to the extent possible, providing transportation to and from the community education employment center and part-time job sites; and

[(5) access to day care services for children of participating students.

[SEC. 366. PARENTAL AND COMMUNITY PARTICIPATION.

[(a) IN GENERAL.—Each eligible recipient receiving a grant under this part shall employ a parent/community coordinator to provide for the active and informed participation of parents and appropriate community representatives in each community education employment center by—

[(1) encouraging parents and students to make informed decisions in reviewing and selecting the choice of community education employment center programs for their children;

[(2) conducting regular parent seminars to—

[(A) inform parents about community education employment center operations;

[(B) obtain parent input; and

[(C) disseminate information on how parents can encourage student performance;

[(3) providing the parents of each student with a regular opportunity to meet with counselors, teachers, and the student to discuss student progress, plans, and needs;

[(4) providing a range of roles in which parents may work with students at home or as class assistants or volunteer coordinators;

[(5) establishing an advisory Council of Advisors (in this part referred to as the "Council") consisting of 1 individual representing each of the following entities:

[(A) the local educational agency;

[(B) the State council on vocational education and the State agency responsible for secondary vocational education;

[(C) the student body;

[(D) the local teacher organization;

[(E) guidance counselors;

[(F) community-based organizations;

[(G) parents; and

[(H) the appropriate private industry council.

[(b) Functions of the Council.—The Council shall provide recommendations to, and work with, eligible recipients to—

[(1) establish annual community education employment center priorities, programs, and procedures;

[(2) establish student selection criteria to ensure that all students in *the school district have an equal opportunity to attend* the community education employment center and that participants will be representative of the secondary school population in the school district;

[(3) promulgate a student code of conduct that shall be developed in consultation with the students and teachers;

[(4) assist in the selection of the community education employment center principal, administrators, department chairpersons, and teachers;

[(5) assist in the selection and application of assessment tools for continuous evaluation of student learning progress;

[(6) make recommendations for the selection of curriculum textbooks, software, and other learning resources and equipment; and

[(7) make recommendations regarding the coordination of activities assisted under this part with activities assisted under the Job Training Partnership Act and school to work transitions.

[SEC. 367. PROFESSIONAL STAFF.

[(a) In General.—Each eligible recipient receiving a grant under this part shall only employ professional staff who demonstrate the highest of academic, teaching, guidance, or administrative standards.

[(b) Teachers.—(1) Each eligible recipient receiving a grant under this part shall ensure that community education employment center teachers receive inservice training at least annually in techniques, procedures and policies relevant to the community education employment center.

[(2) Each eligible recipient receiving a grant under this part shall employ a sufficient number of full-time certified or licensed guidance and career counselors to assist, enhance and monitor student progress.

[SEC. 368. ELIGIBILITY.

[An eligible recipient shall be eligible to receive a grant under this part if—

[(1) the eligible recipient is located in or serves 1 or more local educational agencies that are eligible for assistance under section 1006 of the Elementary and Secondary Education Act of 1965; and

[(2) the eligible recipient demonstrates that it will serve a student population which is predominantly educationally and economically disadvantaged.

[SEC. 369. APPLICATION.

[(a) Application Required.—Each eligible recipient desiring to participate in the demonstration grant program authorized by this part shall prepare and submit an application to the Secretary at such time, in such manner, and containing or accompanied by such information as the Secretary may require.

[(b) CONTENTS OF APPLICATION.—Each application submitted pursuant to subsection (a) shall—

[(1) demonstrate that the area where the center is to be located has a high concentration of children from low-income families, relative to the county and State as a whole;

[(2) describe the activities and services for which assistance is sought;

[(3) provide assurances that the eligible recipient will comply with the provisions of sections 364, 365, 366, 367, and 368;

[(4) contain assurances that the State and local educational agency will, in any fiscal year, at least supply the same fiscal effort per student with respect to the free provision of public education to community education employment center students as such local educational agency provides for students attending secondary schools in such local educational agency;

[(5) utilize funding available from appropriate employment, training, and education programs in the State;

[(6) contain assurances that the community education employment center will coordinate the operations of such center to help meet local economic needs; and

[(7) provide such additional assurances as the Secretary may reasonably require.

[SEC. 370. EVALUATION.

[Each community education employment center shall submit annually to the Secretary a comprehensive and continuous evaluation of student learning progress, including—

[(1) academic and vocational competencies;

[(2) dropout rates;

[(3) information concerning employment and earnings while the students are attending a community education employment center and upon the graduation of such students from such center;

[(4) information concerning student attendance at postsecondary institutions or student enlistment into military service upon the graduation of such students from the community employment education center; and

[(5) parental, student and community participation in the activities of the community employment education center.

[SEC. 371. DEFINITIONS.

[As used in this part—

[(1) the term "eligible recipient" means a secondary school or an area vocational school; and

[(2) the term "parent" includes a legal guardian or other person standing in loco parentis.

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[Subpart 2—Vocational Education Lighthouse Schools

[SEC. 375. VOCATIONAL EDUCATION LIGHTHOUSE SCHOOLS.

[(a) Program Authorized.—The Secretary is authorized to make grants to secondary schools and area vocational education schools to enable such schools to establish and operate vocational education lighthouse schools.

[(b) Use of Funds.—Grants awarded under this section shall be used to establish vocational education lighthouse schools which—

[(1) serve as a model vocational education program—

[(A) to provide each student with knowledge of, and experience in, all aspects of the industry or enterprise the student is preparing to enter;

[(B) to provide each student with basic and higher order skills and develop the student's problem solving abilities in a vocational setting;

[(C) to offer exceptionally high quality programs for disadvantaged and minority students;

[(D) to provide the special services and modifications necessary to help individual students successfully complete the program;

[(E) which is planned, developed and implemented with the participation of staff, local employers and local community; and

[(F) which offers a full range of programs, including comprehensive career guidance and counseling, for students who plan to seek employment upon graduation or who will enroll in a 2- or 4-year college;

[(2) provide information and assistance to other grant recipients, vocational programs, vocational education personnel, parents, students, other educators, community members and community organizations throughout the State regarding—

[(A) curriculum materials;

[(B) curriculum development, especially the integration of vocational and academic education;

[(C) inservice and preservice staff development, training, and assistance, through off-site activities and through a range of short-term and long-term opportunities to participate in activities at the demonstration site;

[(D) opportunities to systematically observe the model program; and

[(E) technical assistance and staff development, as appropriate;

[(3) use funds received under this section, together with funds from non-Federal sources, to develop and implement model programs containing the elements described in paragraph (1);

[(4) develop comprehensive linkages with other local schools, community colleges, 4-year colleges, private vocational schools, community-based organizations, labor unions, employers, and other business groups, as appropriate; and

[(5) develop and disseminate model approaches—

[(A) for meeting the education training needs and career counseling needs of minority students, disadvantaged students, students with handicaps, and students of limited English proficiency; and

[(B) to reduce and eliminate sex bias and stereotyping.]

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TITLE IV—NATIONAL PROGRAMS

* * * * * * *

[PART B—DEMONSTRATION PROGRAMS

[SEC. 411. PROGRAMS AUTHORIZED.

[(a) In General.—From amounts available pursuant to section 101(a)(1)(A) in each fiscal year, the Secretary shall make demonstration grants in accordance with the provisions of this part.

[(b) Priority.—In awarding demonstration grants pursuant to this part, the Secretary shall give priority to the programs described in sections 412 and 413.

[SEC. 412. MATERIALS DEVELOPMENT IN TELECOMMUNICATIONS.

[(a) General Authority.—The Secretary is authorized to make grants to nonprofit educational telecommunications entities to pay the Federal share of the costs of the development, production, and distribution of instructional telecommunications materials and services for use in local vocational and technical educational schools and colleges.

[(b) Federal Share.—(1) The Federal share of the cost of each project assisted under this section shall be 50 percent.

[(2) The non-Federal share of the cost of each project assisted under this section shall be provided from non-Federal sources.

[(c) Use of Funds.—Grants awarded pursuant to this section may be used to provide—

[(1) a sequential course of study that includes either preproduced video courseware or direct interactive teaching delivered via satellite, accompanied by a variety of print and computer-based instructional materials;

[(2) the development of individual videocassettes or a series of videocassettes that supplement instruction, which shall be distributed both via broadcast and nonbroadcast means;

[(3) videodiscs that produce simulated hands-on training; and

[(4) teacher training programs for vocational educators and administrators and correctional educators.

[(d) Priority.—In awarding grants under this section the Secretary shall give priority to programs or projects which serve—

[(1) students in area vocational and technical schools;

[(2) teachers, administrators, and counselors in need of training or retraining;

[(3) out-of-school adults in need of basic skills improvement or a high school equivalency diploma to improve the employability of such individuals;

[(4) college students, particularly college students who are working toward a 2-year associate degree from a technical or community college;

[(5) workers in need of basic skills, vocational instruction, or career counseling to retain employment; and

[(6) workers who need to improve their skills to obtain jobs in high-growth industries.

[SEC. 413. DEMONSTRATION CENTERS FOR THE TRAINING OF DISLOCATED WORKERS.

[(a) General Authority.—The Secretary is authorized to establish 1 or more demonstration centers for the retraining of dislocated workers. Such center or centers may provide for the recruitment of unemployed workers, vocational evaluation, assessment and counseling services, vocational and technical training, support services, and job placement assistance. The design and operation of each center shall provide for the utilization of appropriate existing Federal, State, and local programs.

[(b) Evaluation.—The Secretary shall provide for the evaluation of each center established under subsection (a).

[(c) Dissemination of Information.—The Secretary shall disseminate information on successful retraining models developed by any center established under subsection (a) through dissemination programs operated by the Secretary and the Secretary of Labor.

[(d) Eligible Organizations.—Any private, nonprofit organization that is eligible to receive funding under the Job Training Partnership Act is eligible to receive funding under this section.

[SEC. 414. PROFESSIONAL DEVELOPMENT.

[(a) Training and Study Grants.—(1) The Secretary is authorized to provide grants to institutions of higher education, State educational agencies, or State correctional education agencies to provide grants, awards, or stipends—

[(A) to individuals who are entering the field of vocational education;

[(B) for graduate training in vocational education;

[(C) for vocational teacher education; and

[(D) for attracting gifted and talented students in vocational programs into further study and professional development.

[(2) Grants, awards, and stipends awarded under paragraph (1) shall provide—

[(A) opportunities for experienced vocational educators;

[(B) opportunities for—

[(i) certified teachers who have been trained to teach in other fields to become vocational educators, including teachers with skills related to vocational fields who can be trained as vocational educators, and especially minority instructors and instructors with experience in teaching individuals who are economically disadvantaged, individuals with handicaps, students of limited English proficiency, and adult and juvenile criminal offenders;

[(ii) individuals in industry who have skills and experience in vocational fields to be trained as vocational educators; and [(iii) vocational educators to improve or maintain technological currency in their fields; and

[(C) opportunities for gifted and talented vocational education secondary and postsecondary students to intern with Federal or State agencies, nationally recognized vocational education associations and student organizations or the National Center or Centers for Research in Vocational Education.

[(b) LEADERSHIP DEVELOPMENT AWARDS.—(1) In order to meet the needs of all States for qualified vocational education leaders (such as administrators, supervisors, teacher educators, researchers, career guidance and vocational counseling personnel, vocational student organization leadership personnel and teachers in vocational education programs), the Secretary shall make grants to institutions of higher education for leadership development awards. Individuals selected for such awards shall—

[(A) have not less than 3 years of experience in vocational education or in industrial training, or, in the case of researchers, experience in social science research which is applicable to vocational education;

[(B) are currently employed or are reasonably assured of employment in vocational education and have successfully completed at least a baccalaureate degree program;

[(C) are recommended by their employer, or others, as having leadership potential in the field of vocational education and have been accepted for admission as a graduate student in a program of higher education approved by the Secretary; and

[(D) have made a commitment to return to the field of vocational education upon completion of education provided through the leadership development award.

[(2) For a period of not more than 3 years, stipends shall be paid to individuals selected for leadership development awards. Such stipends shall be paid (including allowances for tuition, nonrefundable fees, and other expenses for such individuals and their dependents) as may be determined to be consistent with prevailing practices.

[(3) The Secretary may provide grants to institutions for stipends to individuals, which shall not exceed $9,000 per individual per academic year or its equivalent and $3,000 per individual per summer session or its equivalent.

[(4) The Secretary shall approve the application of the vocational education program of an institution of higher education for the purposes of this section only upon finding that—

[(A) the institution offers a comprehensive program in vocational education with adequate supporting services and disciplines such as education administration, career guidance and vocational counseling, research, and curriculum development;

[(B) such program is designed to substantially advance the objective of improving vocational education through providing opportunities for graduate training of vocational teachers, supervisors, and administrators, and of university-level vocational education teacher educators and researchers; and

[(C) such programs are conducted by a school of graduate study in the institution of higher education.

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[(5) The Secretary, in carrying out this subsection shall apportion leadership development awards to institutions of higher education equitably among the States, taking into account such factors as the State's vocational education enrollments and the need for additional vocational education personnel in the State.

[(6) Each individual who receives a leadership development award under this subsection shall receive payments as provided in paragraph (2) for not more than a 3-year period during which such individual is—

[(A) pursuing a full-time course of study in vocational education in an approved institution of higher education;

[(B) maintaining satisfactory proficiency in such course of study; and

[(C) not engaged in gainful employment other than part-time employment by such institution in teaching, research, or similar activities.

[(c) VOCATIONAL EDUCATOR TRAINING FELLOWSHIPS.—(1) The purpose of this subsection is to provide fellowships—

[(A) to meet the need to provide adequate numbers of teachers and related classroom instructors in vocational education who are technologically current in their fields;

[(B) to take full advantage of the education which has been provided to already certified teachers who are unable to find employment in their fields of training and of individuals employed in industry who have skills and experience in vocational fields; and

[(C) to encourage more instructors from minority groups and teachers with skills and experience with individuals of limited English proficiency to become vocational education teachers.

[(2) The Secretary shall make available fellowships, in accordance with the provisions of this subsection, to individuals (especially minority instructors and instructors with experience in teaching individuals who are economically disadvantaged, individuals with disabilities, students of limited English proficiency, and adult and juvenile criminal offenders) who—

[(A)(i)(I) are employed in vocational education and need an opportunity to improve or maintain technological skills;

[(II) are certified by a State, or were so certified during the 10-year period preceding their application for a fellowship under this subsection, as teachers in secondary schools, area vocational education schools or institutes, or in community or junior colleges; and

[(III) have skills and experiences in vocational fields so that such individuals can be trained to be vocational educators; or

[(ii) are employed in agriculture, business, or industry (and may or may not hold a baccalaureate degree) and have skills and experience in vocational fields for which there is a need for vocational educators;

[(B) have been accepted in a program to become a vocational educator by an institution of higher education approved by the Secretary; and

[(C) have made a commitment to work in the field of vocational education upon completion of such program.

[(2) The Secretary shall, for a period of not more than 2 years, provide stipends to individuals who are awarded fellowships under this subsection (including such allowances for tuition, nonrefundable fees, subsistence and other expenses for such individuals and the dependents of such individuals) as the Secretary may determine to be consistent with prevailing practices.

[(3) The Secretary shall approve an institution of higher education under this subsection if—

[(A) the institution offers a comprehensive program in vocational education with adequate supporting services and disciplines such as education administration, career guidance and vocational counseling, research and curriculum development; and

[(B) such program is available to individuals receiving fellowships under this subsection so that such individuals receive the same quality of education and training provided for undergraduate students at such institution who are preparing to become vocational education teachers.

[(4) The Secretary shall apportion the fellowships available under this subsection equitably among the States, taking into account such factors as the State's vocational education enrollments, and the need in the State for additional vocational educators, especially minority educators and individuals with skills and experience in teaching individuals of limited English proficiency.

[(5) Individuals receiving fellowships under this subsection shall continue to receive payments provided in paragraph (2) only during such period as such individuals—

[(A) are maintaining satisfactory proficiency;

[(B) are devoting full time to study in the field of vocational education in an institution of higher education; and

[(C) are not engaging in gainful employment other than part-time employment by such institution.

[(6)(A) The Secretary shall, before the beginning of each fiscal year for which amounts are appropriated or otherwise made available to carry out this subsection, publish a listing of—

[(i) the areas of teaching in vocational education in need of additional personnel;

[(ii) the areas of teaching which will likely have need of additional personnel in the future; and

[(iii) areas of teaching in which technological upgrading may be especially critical.

[(B) The listing required by subparagraph (A) shall be based on information from the National Occupational Information Coordinating Committee, State occupational information coordinating committees, the vocational education data system established pursuant to section 421, and other appropriate sources.

[(7) In selecting recipients for fellowships under this subsection, the Secretary shall, to the maximum extent practicable, grant fellowships to individuals seeking to become teachers or improve their skills in the areas identified in the listing required by paragraph (6)(A).

[(d) INTERNSHIPS FOR GIFTED AND TALENTED STUDENTS.—(1) The purpose of this subsection is to provide stipends for internships to meet the need of attracting gifted and talented vocational education students into further study and professional development in the field of vocational education.

[(2)(A) The Secretary shall, from recommendations provided by State directors of vocational education, select gifted and talented students from vocational education secondary and postsecondary programs to work as interns for Federal and State agencies, nationally recognized vocational education associations, or the National Center or Centers for Research in Vocational Education. Each such student shall receive a stipend for the period of the student's internship, which shall not exceed 9 months. Such stipend shall cover subsistence and other expenses for such individuals and shall be in such amount as the Secretary may determine to be consistent with prevailing practices.

[(B) Each individual selected under this paragraph shall have been recommended as gifted and talented by a vocational educator at the secondary or postsecondary school the student attends.

[(C) Each individual selected under this paragraph shall, during the period of such individual's internship, be provided with professional supervision by an individual qualified and experienced in the field of vocational education at the agency or institution at which the internship is offered.

[SEC. 415. BLUE RIBBON VOCATIONAL EDUCATION PROGRAMS.

[(a) Information Dissemination.—The Secretary is authorized to disseminate information and exemplary materials regarding effective vocational education.

[(b) Standards of Excellence.—(1) The Secretary, in consultation with the National Center or Centers for Research in Vocational Education (in this section referred to as the "National Center or Centers for Research"), the National Diffusion Network, and the Blue Ribbon Schools Program, is authorized to carry out programs to recognize secondary and postsecondary schools or programs which have established standards of excellence in vocational education and which have demonstrated a high level of quality. Such schools and programs shall be known as "Blue Ribbon Vocational Programs". The Secretary shall competitively select schools and programs to be recognized from among public and private schools or programs within the States and schools funded by the Department of the Interior.

[(2) In the case of a private school or vocational education program that is designated as a Blue Ribbon Vocational Education Program, the Secretary shall make suitable arrangements to provide the award to such school.

[(c) Awards.—(1) The Secretary, in consultation with the National Center or Centers for Research and the National Occupational Information Coordinating Committee (in this section referred to as the "Committee"), is authorized to designate each fiscal year a category or several categories of vocational education, which may include tech-prep education, in which Blue Ribbon Vocational Education Program awards will be named. Such categories shall emphasize the expansion or strengthening of the participation of individuals who are members of special populations and may give special consideration to any of the following:

[(A) program improvement;

[(B) academic and occupational competencies; and

[(C) other categories determined by the Secretary in consultation with the National Center or Centers for Research and the Committee.

[(2) Within each category, the Secretary shall determine the criteria and procedures for selection. Selection for such awards shall be based solely on merit. Schools or programs selected for awards under this section shall not be required to be representative of the States.

[(d) Consultation.—(1) The Secretary shall carry out the provisions of this section, including the establishment of the selection procedures, after consultation with appropriate outside parties.

[(2) No award may be made under this section unless the local educational agency, area vocational education school, intermediate educational agency, tribal authority, Bureau of Indian Affairs, or appropriate State agency with jurisdiction over the school or program involved submits an application to the Secretary at such time, in such manner and containing such information as the Secretary may reasonably require.

[SEC. 416. DEVELOPMENT OF BUSINESS AND EDUCATION STANDARDS.

[(a) Findings.—The Congress finds that, in order to meet the needs of business for competent entry-level workers who have received a quality vocational education, national standards should be developed for competencies in industries and trades.

[(b) General Authority.—(1) The Secretary, in consultation with the Secretary of Labor, is authorized to establish a program of grants to industrial trade associations, labor organizations, or comparable national organizations for purposes of organizing and operating business-labor-education technical committees.

[(2) The committees established with assistance under this section shall propose national standards for competencies in industries and trades. Such standards shall at least include standards for—

[(A) major divisions or specialty areas identified within occupations studied;

[(B) minimum hours of study to be competent in such divisions or specialty areas;

[(C) minimum tools and equipment required in such divisions or specialty areas;

[(D) minimum qualifications for instructional staff; and

[(E) minimum tasks to be included in any course of study purporting to prepare individuals for work in such divisions or specialty areas.

[(c) Matching Requirement.—Each recipient of a grant under this section shall agree to provide for the committee to be established under the grant an amount equal to the amount provided under the grant.

[(d) Application.—Any industrial trade association, labor organization, national joint apprenticeship committee, or comparable national organization that desires to receive a grant under this section shall submit to the Secretary an application at such time, in such manner, and containing or accompanied by such information as the Secretary may reasonably require.

[SEC. 417. EDUCATIONAL PROGRAMS FOR FEDERAL CORRECTIONAL INSTITUTIONS.

[(a) Program Authorized.—The Secretary is authorized to make grants to Federal correctional institutions in consortia with educational institutions, community-based organizations of demonstrated effectiveness, or business and industry, to provide education and training for criminal offenders in such institutions.

[(b) Use of Funds.—Grants awarded pursuant to this section may be used for—

[(1) basic education programs with an emphasis on literacy instruction;

[(2) vocational training programs;

[(3) guidance and counseling programs; and

[(4) supportive services for criminal offenders, with special emphasis on the coordination of educational services with agencies furnishing services to criminal offenders after such offenders are released from correctional institutions.

[SEC. 418. DROPOUT PREVENTION.

[(a) Program Authorized.—The Secretary is authorized to make grants to partnerships between—

[(1) local educational agencies or area vocational education schools; and

[(2) institutions of higher education or public or private nonprofit organizations which have an established record of vocational education strategies that prevent students from dropping out of school.

[(b) Use of Funds.—Grants awarded under this section shall be used to develop, implement, and operate vocational education programs designed to prevent students from dropping out of school. Such programs shall—

[(1) serve special populations, including significant numbers of economically disadvantaged dropout-prone youth;

[(2) provide inservice training for teachers and administrators in dropout prevention; and

[(3) disseminate information relating to successful dropout prevention strategies and programs through the National Dropout Prevention Network and the Center on Adult, Career and Vocational Education of the Educational Resources Information Clearinghouse.

[(c) Priority.—In awarding grants under this section, the Secretary shall give priority to partnerships which—

[(1) provide the special support services necessary to help individual students successfully complete the program such as mentoring, basic skills education, and services which address barriers to learning; and

[(2) utilize measures to integrate basic and academic skills instruction with work experience and vocational education.

[SEC. 419. MODEL PROGRAMS OF REGIONAL TRAINING FOR SKILLED TRADES.

[(a) Program Authorized.—The Secretary is authorized to make grants to regional model centers which provide—

[(1) training for skilled tradesmen within a region serving several States, and

[(2) technical assistance for programs which train such tradesmen within a region serving several States.

[(b) USE OF FUNDS.—The regional model centers described in subsection (a) shall—

[(1) provide training and career counseling for skilled tradesmen in areas of skill shortages or projected skilled shortages;

[(2) provide prejob and apprenticeship training and career counseling in skilled trades;

[(3) upgrade specialized craft training; and

[(4) improve the access of women, minorities, economically disadvantaged individuals, individuals with handicaps and ex-criminal offenders to trade occupations and training.

[(c) SPECIAL RULE.—In awarding grants under this section, and to the extent practicable, the Secretary shall ensure an equitable distribution of funds available under this section to the various skilled trades.

[SEC. 420. DEMONSTRATION PROJECTS FOR THE INTEGRATION OF VOCATIONAL AND ACADEMIC LEARNING.

[(a) PROGRAM AUTHORIZED.—The Secretary is authorized to make grants to institutions of higher education, area vocational education schools, local educational agencies, secondary schools funded by the Bureau of Indian Affairs, State boards, public or private nonprofit organizations, or any consortia thereof, to develop, implement and operate programs using different models of curricula which integrate vocational and academic learning by—

[(1) designing integrated curricula and courses;

[(2) providing inservice training for teachers and administrators in integrated curricula; and

[(3) disseminating information regarding effective integrative strategies to other school districts through the National Diffusion Network established under part B of title XIII of the Elementary and Secondary Education Act of 1965.

[(b) REQUIREMENTS RELATING TO GRANT AWARDS.—In awarding grants under this section, the Secretary shall ensure—

[(1) an equitable geographic distribution of funds awarded pursuant to this section;

[(2) that programs supported under this section offer significantly different approaches to integrating curricula;

[(3) that the programs supported under this section serve individuals who are members of special populations;

[(4) that programs supported under this section serve—

[(A) vocational students in secondary schools and at postsecondary institutions;

[(B) individuals enrolled in adult programs; and

[(C) single parents, displaced homemakers, and single pregnant women; and

[(5) that adequate evaluation measures will be employed to measure the effectiveness of the curriculum approaches supported under this section.

[SEC. 420A. COOPERATIVE DEMONSTRATION PROGRAMS.

[(a) PROGRAM AUTHORIZED.—The Secretary is authorized to carry out, directly or through grants to or contracts with State and local educational agencies, postsecondary educational institutions,

institutions of higher education, and other public and private agencies, organizations, and institutions, programs and projects which support—

[(1) model programs providing improved access to quality vocational education programs for those individuals described in section 521(31) of this Act and for men and women seeking nontraditional occupations;

[(2) examples of successful cooperation between the private sector and public agencies in vocational education, involving employers or consortia of employers or labor organizations and building trade councils, and State boards or eligible recipients designed to demonstrate ways in which vocational education and the private sector of the economy can work together effectively to assist vocational education students to attain the advanced level of skills needed to make the transition from school to productive employment, including—

[(A) work experience and apprenticeship programs;

[(B) transitional worksite job training for vocational education students which is related to their occupational goals and closely linked to classroom and laboratory instruction provided by an eligible recipient;

[(C) placement services in occupations which the students are preparing to enter;

[(D) where practical, projects (such as the rehabilitation of public schools or housing in inner cities or economically depressed rural areas) that will benefit the public; and

[(E) employment-based learning programs;

[(3) programs to overcome national skill shortages, as designated by the Secretary in cooperation with the Secretary of Labor, Secretary of Defense, and Secretary of Commerce;

[(4) model programs described in section 312(b)(1), including child growth and development centers;

[(5) grants to community-based organizations in partnerships with local schools, institutions of higher education, and businesses for programs and projects that assist disadvantaged youths in preparing for technical and professional health careers (which partnerships should include in-kind contributions from such schools, institutions, and businesses and involve health professionals serving as preceptors and counselors); and

[(6) model programs providing improved access to vocational education programs through centers to be known as agriculture action centers, which programs shall be operated under regulations developed by the Secretary in consultation with the Secretary of Labor and—

[(A) shall assist—

[(i) individuals who are adversely affected by farm and rural economic downturns;

[(ii) individuals who are dislocated from farming; and

[(iii) individuals who are dislocated from agriculturally-related businesses and industries that are adversely affected by farm and rural economic downturns;

[(B) shall provide services, including—

[(i) crisis management counseling and outreach counseling that would include members of the family of the affected individual;

[(ii) evaluation of vocational skills and counseling on enhancement of such skills;

[(iii) assistance in obtaining training in basic, remedial, and literacy skills;

[(iv) assistance in seeking employment and training in employment-seeking skills; and

[(v) assistance in obtaining training related to operating a business or enterprise;

[(C) shall provide for formal and on-the-job training to the extent practicable; and

[(D) shall be coordinated with activities and discretionary programs conducted under title III of the Job Training Partnership Act.

[(b)(1) Projects described in clause (2) of subsection (a) may include institutional and on-the-job training, supportive services authorized by this Act, and such other necessary assistance as the Secretary determines to be necessary for the successful completion of the project.

[(2) Not less than 25 percent of the cost of the demonstration programs authorized by this subpart shall be provided by the recipient of the grant or contract, and such share may be in the form of cash or in-kind contributions, including facilities, overhead, personnel, and equipment fairly valued.

[(c) All programs assisted under this section shall be—

[(1) of direct service to individuals enrolled in such programs; and

[(2) capable of wide replication by service providers.

[(d) The Secretary shall disseminate the results of the programs and projects assisted under this section in a manner designed to improve the training of teachers, other instructional personnel, counsellors, and administrators who are needed to carry out the purposes of this Act.]

* * * * * * *

PART E—BILINGUAL VOCATIONAL TRAINING

PROGRAM AUTHORIZED

SEC. 441. (a) * * *

[(b)(1) From the sums made available to carry out this section, the Secretary is authorized to make grants to and to enter into contracts with State agencies and public and private nonprofit educational institutions and to enter into contracts with private for-profit educational institutions to assist such entities in conducting training for instructors of bilingual vocational education and training programs.

[(2) Grants and contracts under this subsection may be used for—

[(A) preservice and inservice training for instructors, aides, counselors, or other ancillary personnel participating or preparing to participate in bilingual vocational training programs; and

[(B) fellowships and traineeships for individuals participating in preservice or inservice training.

[(3) The Secretary may not make a grant or enter into a contract under this subsection unless the Secretary determines that the applicant has an ongoing vocational training program in the field in which participants will be trained and can provide instructors with adequate language capabilities in the language other than English to be used in the program.

[(c)(1) From the sums made available to carry out this section, the Secretary is authorized to make grants to and to enter into contracts with State agencies, educational institutions, and appropriate nonprofit organizations, and to enter into contracts with private for-profit organizations and individuals, to assist in the development of instructional and curriculum materials, methods, or techniques for bilingual vocational training.

[(2) Grants and contracts under this subsection may be used for—

[(A) research in bilingual vocational training;

[(B) training programs to familiarize State agencies and training institutions with research findings and with successful pilot and demonstration projects in bilingual vocational education and training; and

[(C) experimental, developmental, pilot, and demonstration projects.]

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COMMUNITY SCHOOL PARTNERSHIP ACT

[PART B—COMMUNITY SCHOOL PARTNERSHIPS

[SEC. 521. SHORT TITLE.

[This part may be cited as the "Community School Partnership Act".

[SEC. 522. FINDINGS.

[The Congress finds that—

[(1) the local community, when properly organized and challenged, is one of the best sources of academic support, motivation toward achievement, and financial resources for aspiring postsecondary students;

[(2) local communities, working to complement or augment services currently being offered by area schools and colleges, can raise the educational expectations and increase the rate of postsecondary attendance of their youth by forming locally based organizations that provide both academic support (including guidance, counseling, mentoring, tutoring, encouragement, and recognition) and tangible, locally raised, effectively targeted, publicly recognized financial assistance;

[(3) proven methods of stimulating these community efforts can be promoted through Federal support for the establishment of area program centers to organize and challenge community efforts to develop educational incentives and support for local students; and

[(4) using Federal funds to leverage private contributions to help students from low-income families attain educational and career goals is an efficient and effective investment of scarce taxpayer-provided resources.

[SEC. 523. DEFINITIONS.

[As used in this part:

[(1) AREA PROGRAM CENTER.—The term "area program center" means an organization that—

[(A) is part of, responsible to, and overseen by, the national organization; and

[(B) is staffed by professionals trained to create, develop, and sustain local affiliated chapters in towns, cities, and neighborhoods.

[(2) LOCAL AFFILIATED CHAPTER.—The term "local affiliated chapter" means an organization that—

[(A) is a nonprofit organization that is described in section 501(c)(3) of the Internal Revenue Code of 1986, and exempt from taxation under section 501(a) of such Code (or shall meet this criteria through affiliation with the national organization described in paragraph (3));

[(B) is formed for the purpose of providing educational scholarships and academic support for residents of the local community served by such organization;

[(C) solicits broad-based community support in its academic support and fund-raising activities;

[(D) is broadly representative of the local community in the structures of its volunteer-operated organization and has a board of directors that includes leaders from local neighborhood organizations and neighborhood residents, such as school or college personnel, parents, students, community agency representatives, and representatives of the business community;

[(E) awards scholarships without regard to age, sex, marital status, race, creed, color, religion, national origin or disability; and

[(F) gives priority in awarding scholarships to students from low-income families in the local community.

[(3) NATIONAL ORGANIZATION.—The term "national organization" means an organization that—

[(A) has the capacity to create, develop and sustain local affiliated chapters;

[(B) has the capacity to sustain newly created local affiliated chapters in towns, cities, and neighborhoods through ongoing training and support programs;

[(C) is described in section 501(c)(3) of the Internal Revenue Code of 1986, and exempt from taxation under section 501(a) of such Code;

[(D) is a publicly supported organization within the meaning of section 170(b)(1)(A)(vi) of such Code;

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[(E) ensures that each of its local affiliated chapters meet the criteria described in subparagraphs (C) and (D); and

[(F) has a program for or experience in cooperating with secondary and postsecondary institutions in carrying out its scholarship and academic support activities.

[(4) HIGH-POVERTY AREA.—The term "high-poverty area" means a community with a higher percentage of children in poverty than the national average of such percentage.

[(5) STUDENTS FROM LOW-INCOME FAMILIES.—The term "students from low-income families" means students determined, pursuant to part F of title IV of the Higher Education Act of 1965, to be eligible for a Federal Pell Grant under subpart 1 of part A of title IV of such Act.

[SEC. 524. PURPOSE; ENDOWMENT GRANT AUTHORITY.

[(a) PURPOSE.—It is the purpose of this part to establish and support area program centers to enable such centers to foster the development of local affiliated chapters in high-poverty areas that promote higher education goals for students from low-income families by—

[(1) providing academic support, including guidance, counseling, mentoring, tutoring, and recognition; and

[(2) providing scholarship assistance for the pursuit of postsecondary education.

[(b) ENDOWMENT GRANT AUTHORITY.—From the funds appropriated pursuant to the authority of section 527, the Secretary shall award an endowment grant, on a competitive basis, to a national organization to enable such organization to support the establishment or ongoing work of area program centers that foster the development of local affiliated chapters in high-poverty areas to improve high school graduation rates and postsecondary attendance through the provision of academic support services and scholarship assistance for the pursuit of postsecondary education.

[SEC. 525. GRANT AGREEMENT AND REQUIREMENTS.

[(a) IN GENERAL.—The Secretary shall award the endowment grant described in section 524(b) pursuant to an agreement between the Secretary and the national organization. Such agreement shall—

[(1) require the national organization to establish an endowment fund in the amount of the grant, the corpus of which shall remain intact and the interest income from which shall be used to support the activities described in paragraphs (2) and (3);

[(2) require the national organization to use 25 percent of the interest income from the endowment fund in any fiscal year to provide scholarships for students from low-income families, which scholarships shall be matched on a dollar-for-dollar basis from funds raised by local affiliated chapters;

[(3) require the national organization to use 75 percent of the interest income from the endowment fund in any fiscal year to support the establishment or ongoing work of area program centers to enable such centers to work with local communities to establish local affiliated chapters in high-poverty areas and provide ongoing technical assistance, training workshops, and other activities to help ensure the ongoing success of the local affiliated chapters;

[(4) require the area program centers supported by the national organization to give priority to establishing local affiliated chapters that serve high-poverty areas;

[(5) require the national organization to submit, in each fiscal year in which such organization uses the interest from the endowment fund, a report to the Secretary that contains—

[(A) a description of the programs and activities supported by the interest on the endowment fund;

[(B) the audited financial statement of the national organization for the preceding fiscal year;

[(C) a plan for the programs and activities to be supported from the interest on the endowment fund during the five succeeding fiscal years;

[(D) an evaluation of the programs and activities supported by the interest on the endowment fund as the Secretary may require; and

[(E) data indicating the number of students from low-income families who received scholarships from local affiliated chapters, and the amounts of such scholarships;

[(6) contain such assurances as the Secretary may require with respect to the management and operation of the endowment fund;

[(7) require that, in order to continue using the interest from the endowment fund, the national organization will meet the continuing eligibility requirements described in section 526; and

[(8) contain an assurance that if the Secretary determines that such organization is not in substantial compliance with the provisions of this part, then the national organization shall pay to the Secretary an amount equal to the corpus of the endowment fund plus any accrued interest on such fund that is available to the national organization on the date of such determination.

[(b) RETURNED FUNDS.—All funds returned to the Secretary pursuant to subsection (a)(8) shall be available to the Secretary to carry out any scholarship or grant program assisted under title IV of the Higher Education Act of 1965.

[SEC. 526. CONTINUING ELIGIBILITY.

[The national organization shall be eligible to continue to use the interest from the endowment fund in accordance with the provisions of this part in the third and each such succeeding fiscal year in which such organization uses such interest only if the local affiliated chapters associated with all area program centers supported under this part distribute to students from low-income families 80 percent of the total amount of funds raised by all such chapters in such year.

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[SEC. 527. AUTHORIZATION OF APPROPRIATIONS.

[There are authorized to be appropriated $10,000,000 for fiscal year 1996 to carry out this part.]

* * * * * * *

SECTION 941 OF THE EDUCATIONAL RESEARCH, DEVELOPMENT, DISSEMINATION, AND IMPROVEMENT ACT OF 1994

SEC. 941. ESTABLISHMENT WITHIN OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT.

(a) IN GENERAL.—

* * * * * * *

[(j) TEACHER RESEARCH DISSEMINATION DEMONSTRATION PROGRAM.—

[(1) FINDINGS.—The Congress finds that—

[(A) education research, including research funded by the Office, is not having the impact on the schools of the United States that such research should;

[(B) relevant education research and resulting solutions are not being adequately disseminated to and used by the teachers that need such research and solutions;

[(C) there are insufficient linkages between the research and development centers assisted under this section, the regional educational laboratories described in subsection (h), the National Diffusion Network State facilitators, the Educational Resources Information Center Clearinghouses, the comprehensive technical assistance centers assisted under the Elementary and Secondary Education Act of 1965, and the public schools to ensure that research on effective practice is disseminated and technical assistance provided to all teachers;

[(D) the average teacher has little time to plan or engage in a professional dialogue with peers about strategies for improved learning;

[(E) teachers do not have direct access to information systems or networks;

[(F) teachers have little control over what inservice education teachers will be offered; and

[(G) individual teachers are not encouraged to move beyond the walls of their school buildings to identify and use outside resources.

[(2) ESTABLISHMENT.—

[(A) IN GENERAL.—The Secretary is authorized to make grants to, and enter into contracts or cooperative agreements with, public and private agencies and organizations, including institutions of higher education, the regional education laboratories, and the research and development centers, or consortia thereof—

[(i) to develop and carry out projects that demonstrate effective strategies for helping elementary and secondary education teachers, in both urban and rural areas, become knowledgeable about, assist in the design and use of, and use, education research, including education research carried out under this section; and

[(ii) to develop, implement, and evaluate models for creation of teacher research dissemination networks.

[(B) PRIORITY.—In awarding grants and entering into contracts and cooperative agreements under subparagraph (A) the Secretary shall give priority to entities that have received Federal funds for research and dissemination.

[(3) APPLICATIONS.—

[(A) IN GENERAL.—An entity desiring to receive assistance under this subsection shall submit an application to the Secretary in such form, at such time, and containing such information and assurances as the Secretary may require.

[(B) CONTENTS.—Each such application shall describe how the project described in the application—

[(i) was developed with the active participation of elementary and secondary school teachers;

[(ii) will include the continuing participation of elementary and secondary school teachers in the management of the project;

[(iii) is organized around one or more significant research topics;

[(iv) will involve collaboration with entities that have received Federal funds for research and dissemination; and

[(v) will sustain over time teacher research dissemination networks after Federal funding for such networks terminates.

[(4) USE OF FUNDS.—Funds provided under this subsection may be used—

[(A) to train elementary and secondary education teachers (particularly new teachers) about the sources of education research findings, including research findings available through activities supported by the Office, and how to access and use such findings to improve the quality of instruction;

[(B) to develop simple formats, both administrative and technological, that allow elementary and secondary education teachers easy access to and use of education research findings;

[(C) to share strategies and materials;

[(D) to support professional networks;

[(E) to survey teacher needs in the areas of research and development; and

[(F) for other activities designed to support elementary and secondary education teachers in becoming knowledgeable about, assisting in the design of, and using, educational research.

[(5) STIPENDS.—The Secretary may provide for the payment of such stipends (including allowances for subsistence and other expenses for elementary and secondary teachers), as the

Secretary determines to be appropriate, to teachers participating in the projects authorized under this subsection.

[(6) COORDINATION.—Recipients of funds under this subsection shall, to the greatest extent possible, coordinate their activities with related activities under the Elementary and Secondary Education Act of 1965.

[(7) REPORT.—The Secretary shall, within 5 years of the date of enactment of this Act, submit to the Congress a report on the effectiveness of activities assisted under this subsection.]

SECTION 30402 OF THE VIOLENT CRIME CONTROL AND LAW ENFORCEMENT ACT OF 1994

[SEC. 30402. FAMILY AND COMMUNITY ENDEAVOR SCHOOLS GRANT PROGRAM.

[(a) SHORT TITLE.—This section may be cited as the "Family and Community Endeavor Schools Act".

[(b) PURPOSE.—It is the purpose of this section to improve the overall development of at-risk children who reside in eligible communities as defined in subsection (l)(3).

[(c) PROGRAM AUTHORITY.—The Secretary may award grants on a competitive basis to eligible local entities to pay for the Federal share of assisting eligible communities to develop and carry out programs in accordance with this section. No local entity shall receive a grant of less than $250,000 in a fiscal year. Amounts made available through such grants shall remain available until expended.

[(d) PROGRAM REQUIREMENTS.—

[(1) IMPROVEMENT PROGRAMS.—A local entity that receives funds under this section shall develop or expand programs that are designed to improve academic and social development by instituting a collaborative structure that trains and coordinates the efforts of teachers, administrators, social workers, guidance counselors, parents, and school volunteers to provide concurrent social services for at-risk students at selected public schools in eligible communities.

[(2) OPTIONAL ACTIVITIES.—A local entity that receives funds under this section may develop a variety of programs to serve the comprehensive needs of students, including—

[(A) homework assistance and after-school programs, including educational, social, and athletic activities;

[(B) nutrition services;

[(C) mentoring programs;

[(D) family counseling; and

[(E) parental training programs.

[(e) ELIGIBLE COMMUNITY IDENTIFICATION.—The Secretary through regulation shall define the criteria necessary to qualify as an eligible community as defined in subsection (l)(3).

[(f) GRANT ELIGIBILITY.—To be eligible to receive a grant under this section, a local entity shall—

[(1) identify an eligible community to be assisted;

[(2) develop a community planning process that includes—

[(A) parents and family members;

[(B) local school officials;

[(C) teachers employed at schools within the eligible community;

[(D) public housing resident organization members, where applicable; and

[(E) public and private nonprofit organizations that provide education, child protective services, or other human services to low-income, at-risk children and their families; and

[(3) develop a concentrated strategy for implementation of the community planning process developed under paragraph (2) that targets clusters of at-risk children in the eligible community.

[(g) APPLICATIONS.—

[(1) APPLICATION REQUIRED.—To be eligible to receive a grant under this section, a local entity shall submit an application to the Secretary at such time, in such manner, and accompanied by such information, as the Secretary may reasonably require, and obtain approval of such application.

[(2) CONTENTS OF APPLICATION.—Each application submitted under paragraph (1) shall—

[(A) contain a comprehensive plan for the program that is designed to improve the academic and social development of at-risk children in schools in the eligible community;

[(B) provide evidence of support for accomplishing the objectives of such plan from—

[(i) community leaders;

[(ii) a school district;

[(iii) local officials; and

[(iv) other organizations that the local entity determines to be appropriate;

[(C) provide an assurance that the local entity will use grant funds received under this subsection to implement the program requirements listed in subsection (d);

[(D) include an estimate of the number of children in the eligible community expected to be served under the program;

[(E) provide an assurance that the local entity will comply with any evaluation requested under subsection (k), any research effort authorized under Federal law, and any investigation by the Secretary;

[(F) provide an assurance that the local entity shall prepare and submit to the Secretary an annual report regarding any program conducted under this section;

[(G) provide an assurance that funds made available under this section shall be used to supplement, not supplant, other Federal funds that would otherwise be available for activities funded under this section; and

[(H) provide an assurance that the local entity will maintain separate accounting records for the program.

[(3) PRIORITY.—In awarding grants to carry out programs under this section, the Secretary shall give priority to local entities which submit applications that demonstrate the greatest effort in generating local support for the programs.

[(h) PEER REVIEW PANEL.—

[(1) ESTABLISHMENT.—The Secretary shall establish a peer review panel not to exceed 8 members that shall be comprised of individuals with demonstrated experience in designing and implementing programs to improve the academic and social development of at-risk children.

[(2) FUNCTIONS.—Such panel shall make recommendations to the Secretary regarding—

[(A) an illustrative model that effectively achieves the program requirements indicated in subsection (d) and a process whereby local entities can request such model; and

[(B) a design for the evaluation of programs assisted under this section.

[(i) INVESTIGATIONS AND INSPECTIONS.—The Secretary may conduct such investigations and inspections as may be necessary to ensure compliance with the provisions of this section.

[(j) FEDERAL SHARE.—

[(1) PAYMENTS.—The Secretary shall, subject to the availability of appropriations, pay to each local entity having an application approved under subsection (g) the Federal share of the costs of developing and carrying out programs referred to in subsection (d).

[(2) FEDERAL SHARE.—The Federal share of such costs shall be 70 percent.

[(3) NON-FEDERAL SHARE.—

[(A) IN GENERAL.—The non-Federal share of such costs may be in cash or in kind, fairly evaluated, including personnel, plant, equipment, and services.

[(B) SPECIAL RULE.—Not less than 15 percent of the non-Federal share of such costs shall be provided from private or nonprofit sources.

[(k) EVALUATION.—The Secretary shall require a thorough evaluation of the programs assisted under this section, which shall include an assessment of the academic and social achievement of children assisted with funds provided under this section.

[(l) DEFINITIONS.—For purposes of this section—

[(1) the term "Secretary" means the Secretary of the Department of Education;

[(2) the term "local entity" means—

[(A) a local educational agency, or

[(B) a community-based organization as defined in section 1471(3) of the Elementary and Secondary Education Act of 1965;

[(3) the term "eligible community" means an area which meets criteria with respect to significant poverty and significant violent crime, and such additional criteria, as the Secretary may by regulation require; and

[(4) the term "public school" means an elementary school (as defined in section 1471(8) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2891(8))) and a secondary school (as defined in section 1471(21) of that Act).]

SECTION 601 OF THE GOALS 2000: EDUCATE AMERICA ACT

SEC. 601. INTERNATIONAL EDUCATION PROGRAM.

(a) * * *

[(b) ASSESSMENT AND INFORMATION.—The Secretary shall award grants for the study, evaluation, and analysis of education systems in other nations, particularly Great Britain, France, Germany and Japan. Such studies shall focus upon a comparative analysis of curriculum, methodology, and organizational structure, including the length of the school year and school day. In addition, the studies shall provide an analysis of successful strategies employed by other nations to improve student achievement, with a specific focus upon application to schooling and the National Education Goals.]

HIGHER EDUCATION AMENDMENTS OF 1992

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TITLE XV—RELATED PROGRAMS AND AMENDMENTS TO OTHER LAWS

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[PART E—OLYMPIC SCHOLARSHIPS

[SEC. 1543. OLYMPIC SCHOLARSHIPS.

[(a) SCHOLARSHIPS AUTHORIZED.—

[(1) IN GENERAL.—The Secretary of Education is authorized to provide financial assistance to the United States Olympic Education Center or the United States Olympic Training Center to enable such centers to provide financial assistance to athletes who are training at such centers and are pursuing postsecondary education at institutions of higher education (as such term is defined in section 481(a) of the Higher Education Act of 1965).

[(2) AWARD DETERMINATION.—The amount of financial assistance provided to athletes described in paragraph (1) shall be determined in accordance with such athlete's financial need as determined in accordance with part F of title IV of the Higher Education Act of 1965.

[(b) ELIGIBILITY.—The Secretary of Education shall ensure that financial assistance provided under this part is available to both full-time and part-time students who are athletes at centers described in subsection (a).

[(c) APPLICATION.—Each center desiring financial assistance under this section shall submit an application to the Secretary of Education at such time, in such manner and accompanied by such information as the Secretary may reasonably require.

[(d) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated $5,000,000 for fiscal year 1993 and such sums as may be necessary for each of the 4 succeeding fiscal years to carry out this section.]

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REHABILITATION ACT OF 1973

* * * * * * *

TITLE III—TRAINING AND DEMONSTRATION PROJECTS

PART A—TRAINING PROGRAMS AND COMMUNITY REHABILITATION PROGRAMS

* * * * * * *

TRAINING

SEC. 302. (a) * * *

* * * * * * *

[(e)(1) In carrying out subsection (a), the Commissioner shall award two grants to States, public or nonprofit private agencies and organizations, and institutions of higher education to support the formation of consortia or partnerships of public or nonprofit private entities for the purpose of providing opportunities for career advancement or competency-based training to current employees of public or nonprofit private agencies that provide services to individuals with disabilities. Such opportunities shall include certificate or degree granting programs in vocational rehabilitation services and related services.

[(2) An entity that receives a grant under paragraph (1) may use the grant for purposes including—

[(A) establishing a program with an institution of higher education to develop creative new programs and coursework options, or to expand existing programs, concerning the fields of vocational rehabilitation services and related services, including—

[(i) providing release time for faculty and staff for curriculum development; and

[(ii) paying for instructional costs and startup and other program development costs;

[(B) establishing a career development mentoring program using faculty and professional staff members of participating agencies as role models, career sponsors, and academic advisors for experienced State, city, and county employees, and volunteers, who—

[(i) have demonstrated a commitment to working in the fields described in clause (i); and

[(ii) are enrolled in a program relating to such a field at an institution of higher education;

[(C) supporting a wide range of programmatic and research activities aimed at increasing opportunities for career advancement and competency-based training in such fields; and

[(D) identifying existing public or private agency and labor union personnel policies and benefit programs that may facilitate the ability of employees to take advantage of higher education opportunities, such as leave time and tuition reimbursement.

[(3) In making grants for projects under paragraph (1), the Commissioner shall ensure that the projects shall be geographically distributed throughout the United States in urban and rural areas.

[(4) The Commissioner shall, for the purpose of providing technical assistance to States or entities receiving grants under paragraph (1), enter into a cooperative agreement through a separate competition with an entity that has successfully demonstrated the capacity and expertise in the education, training, and retention of employees to serve individuals with disabilities through the use of consortia or partnerships established for the purpose of retraining the existing work force and providing opportunities for career enhancement.

[(5) The Commissioner may conduct an evaluation of projects funded under this subsection.

[(6) During the period in which an entity is receiving financial assistance under paragraph (1), the entity may not receive financial assistance under paragraph (4).]

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[VOCATIONAL REHABILITATION SERVICES FOR INDIVIDUALS WITH DISABILITIES

[SEC. 303. (a) For the purpose of making grants and entering into contracts under this section, there are authorized to be appropriated such sums as may be necessary for each of the fiscal years 1993 through 1997.

[(b)(1) The Commissioner is authorized to make grants to States and public or nonprofit organizations and agencies to pay up to 90 per centum of the cost of projects for providing vocational rehabilitation services or employment support services to individuals with disabilities, especially those with the most severe disabilities, in public or nonprofit community rehabilitation programs.

[(2)(A) For purposes of this section, vocational rehabilitation services shall include—

[(i) training with a view toward career advancement;

[(ii) training (including on-the-job training) in occupational skills; and

[(iii) services, including rehabilitation technology services, personal assistance services, and supported employment services and extended services, that—

[(I) are related to training described in clause (i) or (ii); and

[(II) are required by the individual to engage in such training.

[(B) Pursuant to regulations, payment of weekly allowances may be made to individuals receiving vocational rehabilitation services and related services under this section. Such allowances may not be paid to any individual for any period in excess of two years. In determining the amount of such allowances for any individual, consideration shall be given to the individual's need for such an allowance, including any expenses reasonably attributable to receipt of vocational rehabilitation services, the extent to which such an allowance will help assure entry into and satisfactory completion of training, and such other factors, specified by the Commissioner, as will promote such individual's capacity to engage in competitive employment.

[(3) The Commissioner may make a grant for a project pursuant to this subsection only if the Commissioner determines that (A) the purpose of such project is to prepare individuals with disabilities, especially those with the most severe disabilities, for competitive employment, or to place or retain such individual in competitive employment, including supported employment; (B) the individuals to receive vocational rehabilitation services under such project will include only those who have been determined to be in need of such vocational rehabilitation services by the State agency or agencies designated as provided in section 101(a)(1) of the State in which the community rehabilitation program is located; (C) the full range of vocational rehabilitation services will be made available to each such individual, to the extent of that individual's need for such services; and (D) the project, including the participating community rehabilitation program and the vocational rehabilitation services provided, meets such other requirements as the Commissioner may prescribe in regulations for carrying out the purposes of this subsection.

[(c) The Commissioner is also authorized to make grants, upon applications approved by the designated State agency, to public or nonprofit agencies, institutions, or organizations to assist them in meeting the cost of planning community rehabilitation programs, the cost of the services to be provided by such programs, and initial staffing costs of such programs.

[(d)(1) The Commissioner is authorized to make grants to public or nonprofit community rehabilitation programs, or to an organization or combination of such programs, to pay the Federal share of the cost of projects to analyze, improve, and increase their professional services to individuals with disabilities, their management effectiveness, or any other part of their operations affecting their capacity to provide employment and services for such individuals.

[(2) No part of any grant made pursuant to this subsection may be used to pay costs of acquiring, constructing, expanding, remodeling, or altering any building.

[LOAN GUARANTEES FOR COMMUNITY REHABILITATION PROGRAMS

[SEC. 304. (a) It is the purpose of this section to assist and encourage the provision of needed community rehabilitation programs for individuals with disabilities primarily served by State rehabilitation programs.

[(b) The Commissioner may, under special circumstances and in accordance with this section and subject to section 306, guarantee the payment of principal and interest on loans made to nonprofit private entities by non-Federal lenders and by the Federal Financing Bank for the construction of facilities for community rehabilitation programs, including equipment used in their operation.

[(c) In the case of a guarantee of any loan to a nonprofit private entity under this section, the Commissioner shall pay, to the holder of such loan and for and on behalf of the project for which the loan was made, amounts sufficient to reduce by 2 percent per annum the net effective interest rate otherwise payable on such loan. Each holder of a loan which is guaranteed under this section shall have a contractual right to receive from the United States interest payments required by the preceding sentence.

[(d) The cumulative total of the principal of the loans outstanding at any time with respect to which guarantees have been issued, or which have been directly made, may not exceed $100,000,000.

[(e)(1) The Commissioner may not approve a loan guarantee for a project under this section unless the Commissioner determines that (A) the terms, conditions, security (if any), and schedule and amount of repayments with respect to the loan are sufficient to protect the financial interests of the United States and are otherwise reasonable, including a determination that the rate of interest does not exceed such per centum per annum on the principal obligation outstanding as the Commissioner determines to be reasonable, taking into account the range of interest rates prevailing in the private market for similar loans and the risks assumed by the United States, and (B) the loan would not be available on reasonable terms and conditions without the guarantee under this section.

[(2)(A) The United States shall be entitled to recover from the applicant for a loan guarantee under this section the amount of any payment made pursuant to such guarantee, unless the Commissioner for good cause waives such right of recovery. Upon making any such payment, the United States shall be subrogated to all of the rights of the recipient of the payments with respect to which the guarantee was made.

[(B) To the extent permitted by subparagraph (C), any terms and conditions applicable to a loan guarantee under this section (including terms and conditions imposed under paragraph (1)) may be modified by the Commissioner to the extent considered consistent with the interests of the United States.

[(C) Any loan guarantee made by the Commissioner under this section shall be incontestable (i) in the hands of an applicant on whose behalf such guarantee is made unless the applicant engaged in fraud or misrepresentation in securing such guarantee, and (ii) as to any person (or a successor in interest) who makes or contracts to make a loan to such applicant in reliance thereon unless such person (or a successor in interest) engaged in fraud or misrepresentation in making or contracting to make such loan.

[(D) Guarantees of loans under this section shall be subject to such further terms and conditions as the Commissioner considers necessary to assure that the purposes of this section will be achieved.

[(f)(1) There is established in the Treasury a loan guarantee fund (hereinafter in this subsection referred to as the "fund") which shall be available to the Commissioner without fiscal year limitation, in such amounts as may be specified from time to time in appropriation Acts—

[(A) to enable the Commissioner to discharge the responsibilities under loan guarantees issued under this section; and

[(B) for payment of interest under subsection (c) on loans guaranteed under this section.

There are authorized to be appropriated such amounts as may be necessary to provide the sums required for the fund. There shall also be deposited in the fund amounts received by the Commissioner in connection with loan guarantees under this section and other property or assets derived by the Commissioner from operations respecting such loan guarantees, including any money derived from the sale of assets.

[(2)(A) If at any time the sums in the fund are insufficient to enable the Commissioner—

[(i) to make payments of interest under subsection (c); or

[(ii) to otherwise comply with guarantees under this section of loans to nonprofit private entities;

the Commissioner is authorized to issue to the Secretary of the Treasury notes or other obligations in such forms and denominations, bearing such maturities, and subject to such terms and conditions, as may be prescribed by the Commissioner with the approval of the Secretary of the Treasury.

[(B) Such notes or other obligations shall bear interest at a rate determined by the Secretary of the Treasury, taking into consideration the current average market yield on outstanding marketable obligations of the United States of comparable maturities during the month preceding the issuance of the notes or other obligations.

[(C) The Secretary of the Treasury shall purchase any notes and other obligations issued under this paragraph, and for that purpose the Secretary may use as a public debt transaction the proceeds from the sale of any securities issued under the Second Liberty Bond Act. The purposes for which securities may be issued under that Act are extended to include any purchase of such notes and obligations. The Secretary of the Treasury may at any time sell any of the notes or other obligations acquired by the Secretary under this paragraph. All redemptions, purchases, and sales by the Secretary of the Treasury of such notes or other obligations shall be treated as a public debt transaction of the United States.

[(D) Sums borrowed under this paragraph shall be deposited in the fund and redemption of such notes and obligations shall be made by the Commissioner from the fund.

[COMPREHENSIVE REHABILITATION CENTERS

[SEC. 305. (a)(1) In order to provide a focal point in communities for the development and delivery of services designed primarily for individuals with disabilities, the Commissioner may make grants to any designated State unit to establish and operate comprehensive rehabilitation centers. The centers shall be established in order to provide a broad range of services to individuals with disabilities, including information and referral services, counseling services, and job placement, health, educational, social, and recreational services, as well as to provide facilities for recreational activities.

[(2) To the maximum extent practicable, such centers shall provide, upon request, to local governmental units and other public and private nonprofit entities located in the area such information and technical assistance (including support personnel such as interpreters for individuals who are deaf) as may be necessary to assist those entities in complying with this Act, particularly the requirements of section 504.

[(b) No grant may be made under this section unless an application therefor has been submitted to and approved by the Commissioner. The Commissioner may not approve an application for a grant unless the application—

[(1) contains assurances that the designated State unit will use funds provided by such grant in accordance with subsections (c) and (d); and

[(2) contains such other information, and is submitted in such form and in accordance with such procedures, as the Commissioner may require.

[(c)(1) The designated State unit may—

[(A) in accordance with subsection (e) make grants to units of general purpose local government or to other public or nonprofit private agencies or organizations and may make contracts with any agency or organization to pay not to exceed 80 percent of the cost of—

[(i) leasing facilities to serve as comprehensive rehabilitation centers;

[(ii) expanding, remodeling, or altering facilities to the extent necessary to adapt them to serve as comprehensive rehabilitation centers;

[(iii) operating such centers; or

[(iv) carrying out any combination of the activities specified in this subparagraph; and

[(B) directly carry out the activities described in subparagraph (A), except that not more than 80 percent of the costs of providing any comprehensive rehabilitation center may be provided from funds under this section.

[(2) Funds made available to any designated State unit under this section for the purpose of assisting in the operation of a comprehensive rehabilitation center may be used to compensate professional and technical personnel required to operate the center and to deliver services in the center, and to provide equipment for the center.

[(d)(1) The designated State unit may approve a grant or enter into a contract under subsection (c) only if the application for such grant or contract meets the requirements specified in paragraphs (1), (2), (4), and (5) of section 306(b) and if the application contains assurances that any center assisted by such grant or contract shall be in reasonably close proximity to the majority of individuals eligible to use the comprehensive rehabilitation center.

[(2) Any designated State unit which directly provides for comprehensive rehabilitation centers under subsection (c)(1)(B) shall use funds under this section in the same manner as any other grant recipient is required to use such funds.

[(e) If within 20 years after the completion of any construction project for which funds have been paid under this section—

[(1) the owner of the facility ceases to be a public or nonprofit private agency or organization, or

[(2) the facility ceases to be used for the purposes for which it was leased or constructed (unless the Commissioner determines, in accordance with regulations, that there is good cause for releasing the applicant or other owner from the obligation to do so), the United States shall be entitled to recover from the grant recipient or other owner of the facility an amount which bears the same ratio to the value of the facility (or so much thereof as constituted an approved project or projects) at the time the United States seeks recovery as the amount of such Federal funds bore to the cost of renovating the facility under subsection (c)(1)(A)(ii). Such value shall be determined by agreement of the parties or by action brought in the United States district court for the district in which such facility is situated.

[(f) The requirements of section 306 shall not apply to funds allotted under this section, except that subsections (g) and (h) of such section shall be applicable with respect to such funds.

[(g) There are authorized to be appropriated to carry out this section such sums as may be necessary for each of the fiscal years 1993 through 1997.]

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PART B—SPECIAL PROJECTS AND SUPPLEMENTARY SERVICES

* * * * * * *

SPECIAL DEMONSTRATION PROGRAMS

SEC. 311. (a) * * *

[(b)(1) The Commissioner may make grants to public and nonprofit agencies and organizations to pay part or all of the costs of special projects and demonstrations including research and evaluation for youths who are individuals with disabilities to provide job training and prepare them for entry into the labor force. Such projects shall be designed to demonstrate cooperative efforts between local educational agencies, business and industry, vocational rehabilitation programs, and organizations representing labor and organizations responsible for promoting or assisting in local economic development.

[(2) Services under this subsection may include—

[(A) jobs search assistance;

[(B) on-the-job training;

[(C) job development including worksite modification and use of advanced learning technology for skills training;

[(D) dissemination of information on program activities to business and industry; and

[(E) followup services for individuals placed in employment.

[(3) The Commissioner shall assure that projects shall be coordinated with other projects assisted under section 626 of the Individuals with Disabilities Education Act.]

* * * * * * *

[(e)(1) The Commissioner may make grants to public or private institutions to pay for the cost of developing special projects and demonstration projects to address the general education, counseling, vocational training, work transition, supported employment, job placement, followup, and community outreach needs of individuals who are either low-functioning and deaf or low-functioning and hard-of-hearing. Such projects shall provide educational and vocational rehabilitation services that are not otherwise available in the region involved and shall maximize the potential of such individuals, including individuals who are deaf and have additional severe disabilities.

[(2) The Commissioner shall monitor the activities of the recipients of grants under this subsection to ensure that the recipients carry out the projects in accordance with paragraph (1), that the recipients coordinate the projects as described in paragraph (3), and that information about innovative methods of service delivery developed by such projects is disseminated.

[(3) The Commissioner shall prepare and submit an annual report to Congress that includes an assessment of the manner in which the recipients carrying out the projects coordinate the projects with projects carried out by other public or nonprofit agencies serving individuals who are deaf, to expand or improve services for such individuals.]

* * * * * * *

[READER SERVICES FOR INDIVIDUALS WHO ARE BLIND

[SEC. 314. (a) The Commissioner may award grants to States or to private nonprofit agencies or organizations of national scope (as so determined by the Commissioner) to—

[(1) provide reading services to individuals who are blind and who are not otherwise eligible for such services through other State or Federal programs; and

[(2) expand the quality and scope of reading services available to individuals who are blind, and to assure to the maximum extent possible that the reading services provided under this Act will meet the reading needs of such individuals attending institutions providing elementary, secondary, or postsecondary education, and will be adequate to assist such individuals to obtain and continue in employment.

Any State which receives a grant under this section shall administer the reading services for which such grant is awarded through the designated State unit of the State.

[(b) No grant shall be awarded under this section unless the applicant has submitted an application to the Secretary in such form, at such time, and containing such information as the Secretary may require.

[(c) For purposes of this section, the term "reading services" means—

[(1) the employment of persons who, by reading aloud, can afford individuals who are blind ready access to printed information;

[(2) the transcription of printed information into braille or sound recordings if such transcription is performed pursuant to individual requests from individuals who are blind for such services;

[(3) the storage and distribution of braille materials and sound recordings;

[(4) the purchase, storage, and distribution of equipment and materials necessary for the production, duplication, and reproduction of braille materials and sound recordings;

[(5) the purchase, storage, and distribution of equipment to individuals who are blind to provide them with individual access to printed materials by mechanical or electronic means; and

[(6) radio reading services for individuals who are blind.

[INTERPRETER SERVICES FOR INDIVIDUALS WHO ARE DEAF

[SEC. 315. (a) The Commissioner may make grants to designated State units to establish within each State a program of interpreter services (including interpreter referral services) which shall be made available to individuals who are deaf and to any public agency or private nonprofit organization involved in the delivery of assistance or services to individuals who are deaf.

[(b) No grant may be made under this section unless an application therefor is submitted to the Commissioner in such form, at such times, and in accordance with such procedures as the Commissioner may require. Such application shall—

[(1) provide assurances that the program to be conducted under this section will be operated in areas within the State which are specifically selected to provide convenient locations for the provision of services to the maximum feasible number of individuals who are deaf;

[(2) include a plan which describes, in sufficient detail, the manner in which interpreter referral services will be coordinated with the information and referral programs required under section 101(a)(22);

[(3) provide assurances that the program will seek to enter into contractual or other arrangements, to the extent appropriate, with private nonprofit organizations comprised of primarily hearing-impaired individuals (or private nonprofit organizations which have the primary purpose of providing assistance or services to hearing-impaired individuals) for the operation of such programs;

[(4) provide that any interpreter participating in the program shall be required to meet minimum standards established by the Commissioner; and

[(5) contain such other information as the Secretary may require.

[(c) Any designated State unit receiving funds under this section may provide interpreter services, without cost, for a period of not to exceed one year to any public agency or private nonprofit organization which provides assistance to individuals who are deaf. At the end of such period, agencies or organizations receiving such services through referrals shall reimburse the designated State unit for the costs of such services. Funds may also be used for the purchase or rental of equipment necessary to provide assistance or services to individuals who are deaf.

[(d) Funds provided to any designated State unit for any program under this section shall not be used for any administrative or related costs, nor shall such funds be used for assistance to individuals who are deaf and who are receiving rehabilitation services under any other provision of this Act.]

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TITLE VI—EMPLOYMENT OPPORTUNITIES FOR INDIVIDUALS WITH DISABILITIES

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PART A—COMMUNITY SERVICE EMPLOYMENT PILOT PROGRAMS FOR INDIVIDUALS WITH DISABILITIES

[ESTABLISHMENT OF PILOT PROGRAM

[SEC. 611. (a) In order to promote useful opportunities in community service activities for individuals with disabilities who have poor employment prospects, the Secretary of Labor (hereinafter in this part referred to as the "Secretary") is authorized to establish a community service employment pilot program for individuals with disabilities. For purposes of this part, the term "eligible individuals" means persons who are individuals with disabilities (as defined in section 7(8)(A) of this Act) and who are referred to programs under this part by designated State units.

[(b)(1) The Secretary may enter into agreements with public or private nonprofit agencies or organizations, including national organizations, agencies of a State government or a political subdivision of a State (having elected or duly appointed governing officials), or a combination of such political subdivisions, or tribal organizations in order to carry out the pilot program referred to in subsection (a). Such agreements may include provisions consistent with subsection (c) for the payment of the costs of projects developed by such organizations and agencies in cooperation with the Secretary. No payment shall be made by the Secretary toward the cost of any such project unless the Secretary determines that:

[(A) Such project will provide employment only for eligible individuals, except that if eligible individuals are not available to serve as technical, administrative, or supervisory personnel for a project then such personnel may be recruited from among other individuals.

[(B) Such project will provide employment for eligible individuals in the community in which such individuals reside, or in nearby communities.

[(C) Such project will employ eligible individuals in services related to publicly owned and operated facilities and projects, or projects sponsored by organizations, other than political parties, exempt from taxation under section 501(c)(3) of the Internal Revenue Code of 1954, except for projects involving the construction, operation, or maintenance of any facility used or to be used as a place for sectarian religious instruction or worship.

[(D) Such project will contribute to the general welfare of the community in which eligible individuals are employed under such project.

[(E) Such project (i) will result in an increase in employment opportunities over those opportunities which would otherwise be available, (ii) will not result in any displacement of currently employed workers (including partial displacement, such as a reduction in the hours of nonovertime work or wages or employment benefits), and (iii) will not impair existing contracts or result in the substitution of Federal funds for other funds in connection with work that would otherwise be performed.

[(F) Such project will not employ any eligible individual to perform work which is the same or substantially the same as that performed by any other person who is on layoff from employment with the agency or organization sponsoring such project.

[(G) Such project will utilize methods of recruitment and selection (including the listing of job vacancies with the State agency units designated under section 101(a)(2)(A) to administer vocational rehabilitation services under this Act) which will assure that the maximum number of eligible individuals will have an opportunity to participate in the project.

[(H) Such project will provide for (i) such training as may be necessary to make the most effective use of the skills and talents of individuals who are participating in the project, and (ii) during the period of such training, a reasonable subsistence allowance for such individuals and the payment of any other reasonable expenses related to such training.

[(I) Such project will provide safe and healthy working conditions for any eligible individual employed under such project and will pay any such individual at a rate of pay not lower than the rate of pay described in paragraph (2).

[(J) Such project will be established or administered with the advice of (i) persons competent in the field of service in which employment is being provided, and (ii) persons who are knowledgeable with regard to the needs of individuals with disabilities.

[(K) Such project will pay any reasonable costs for work-related expenses, transportation, and personal assistance services incurred by eligible individuals employed under such project in accordance with regulations prescribed by the Secretary.

[(L) Such project will provide appropriate placement services for employees under the project to assist them in locating unsubsidized employment when the Federal assistance for the project terminates.

[(2) The rate of pay referred to in subparagraph (I) of paragraph (1) is the highest of the following:

[(A) the prevailing rate of pay for persons employed in similar occupations by the same employer.

[(B) The minimum wage which would be applicable to the employee under the Fair Labor Standards Act of 1938 if such employee were not exempt from such Act under section 13 thereof.

[(C) The State or local minimum wage for the most nearly comparable covered employment.

The Department of Labor shall not issue any certificate of exemption under section 14(c) of the Fair Labor Standards Act of 1938 with respect to any person employed in a project under this section.

[(c)(1) The Secretary may pay not to exceed 90 percent of the cost of any project which is the subject of an agreement entered into under subsection (b). Notwithstanding the preceding sentence, the Secretary may pay all of the costs of any such project which is (A) an emergency or disaster project, or (B) a project located in an economically depressed area, as determined by the Secretary in consultation with the Secretary of Commerce and the Director of the Community Services Administration.

[(2) The non-Federal share of any project under this part may be in cash or in kind. In determining the amount of the non-Federal share, the Secretary may attribute fair market value to services and facilities contributed from non-Federal sources.

[(d) Payments under this part may be made in advance or by way of reimbursement, and in such installments as the Secretary may determine.]

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[PART D—BUSINESS OPPORTUNITIES FOR INDIVIDUALS WITH DISABILITIES.

[BUSINESS OPPORTUNITIES FOR INDIVIDUALS WITH DISABILITIES

[SEC. 641. (a) The Commissioner, in consultation with the Secretary of Labor and the Secretary of Commerce, may make grants to, or enter into contracts with, individuals with disabilities to enable them to establish or operate commercial or other enterprises to develop or market their products or services. Within ninety days after the effective date of this section, the Commissioner shall promulgate regulations to carry out this section, including regulations specifying (1) the maximum amount of money which may be provided under this section to any participant, and (2) procedures for certification, by designated State units, of individuals eligible to participate in any program under this section.

[(b) There are authorized to be appropriated to carry out this section such sums as may be necessary for each of the 1993 through 1997 fiscal years.]

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TITLE VIII—SPECIAL DEMONSTRATIONS AND TRAINING PROJECTS

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SEC. 802. DEMONSTRATION ACTIVITIES.

[(a) TRANSPORTATION SERVICES GRANTS.—

[(1) GRANTS.—The Commissioner shall make grants to States and to public or nonprofit agencies and organizations for the purpose of providing transportation services to individuals with disabilities who—

[(A)(i) are employed or seeking employment; or

[(ii) are receiving vocational rehabilitation services from public or private organizations; and

[(B) reside in geographic areas in which fixed route public transportation or comparable paratransit service is not available.

[(2) USE OF GRANT.—The Commissioner may make a grant under this subsection only if the applicant involved agrees that transportation services under this subsection will be provided on a regular and continuing basis between—

[(A) the home of the individual; and

[(B) the place of employment of the individual, the place where the individual is seeking employment, or the place where the individual is receiving vocational rehabilitation services.

[(3) CHARGES.—The Commissioner may make a grant under paragraph (1) only if the applicant involved agrees that, in providing transportation services under this subsection—

[(A) a charge for the transportation will be imposed on each employed eligible individual who uses the transportation; and

[(B) the amount of the charge for an instance of use of the transportation for the distance involved will be in a fair and reasonable amount that is consistent with fees for comparable services in comparable geographic areas.

[(4) REPORT.—The Commissioner may make a grant under this subsection only if the applicant involved agrees to prepare and submit to the Commissioner, not later than December 31 of the fiscal year following the fiscal year for which the grant is made, a report containing—

[(A) a description of the goals of the program carried out with the grant;

[(B) a description of the activities and services provided under the program;

[(C) a description of the number of eligible individuals served under the program;

[(D) a description of methods used to ensure that the program serves the eligible individuals most in need of the transportation services provided under the program; and

[(E) such additional information as the Commissioner may require.

[(5) CONSTRUCTION.—Nothing in this subsection may be construed as limiting the rights or responsibilities of any individual under any other provision of this Act, under the Americans with Disabilities Act of 1990, or under any other provision of law.

[(b) PROJECTS TO ACHIEVE HIGH QUALITY PLACEMENTS.—

[(1) SPECIAL PROJECTS AND DEMONSTRATIONS.—The Commissioner shall make grants to public or nonprofit community rehabilitation programs, designated State units, and other public or nonprofit agencies and organizations to pay for the cost of developing special projects and demonstrations related to vocational rehabilitation outcomes. Such projects and demonstrations may include activities providing alternatives to case closure practice and identifying and implementing appropriate incentives to vocational rehabilitation counselors to achieve high quality placements for individuals with the most severe disabilities.

[(2) CERTAIN REQUIREMENTS.—Each recipient of such a grant shall—

[(A) identify, develop, and test exemplary models that can be replicated; and

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[(B) identify innovative methods, such as weighted case closures, to evaluate the performance of vocational rehabilitation counselors that in no way impede the accomplishment of the purposes and policy of serving, among others, those individuals with the most severe disabilities.

[(c) EARLY INTERVENTION DEMONSTRATION PROGRAMS.—

[(1) GRANTS.—The Commissioner shall make grants to public or nonprofit agencies and organizations to carry out demonstration programs designed to demonstrate the utility of early intervention in furnishing vocational evaluation, training, and counseling services to working adults recently determined to have chronic and progressive diseases that may be severely disabling, such as multiple sclerosis.

[(2) GRANT ACTIVITIES.—In carrying out a demonstration program under paragraph (1), an eligible entity shall conduct a program intended to demonstrate the effectiveness of such early intervention in improving the job retention of the working adults or in facilitating the entry of the working adults to new careers and employment. The demonstration program shall test a number of alternative service systems, including an employer assistance program, a system involving early intervention by State vocational rehabilitation agencies, and a private nonprofit agency joint venture with an employer or State vocational rehabilitation agency.

[(d) TRANSITION DEMONSTRATION PROJECTS.—

[(1) GRANTS.—The Commissioner may make grants to public or nonprofit agencies and organizations to pay part or all of the costs of special projects and demonstration projects to support models for providing community-based, coordinated services to facilitate the transition of individuals with disabilities from rehabilitation hospital or nursing home programs or comparable programs, to programs providing independent living services in the community, including services such as personal assistance services, health maintenance services, counseling, and social and vocational services.

[(2) APPLICATION.—To be eligible to receive a grant under this subsection, an agency or organization shall submit an application to the Commissioner at such time, in such manner, and containing such information as the Commissioner may require.

[(3) EVALUATION.—An agency or organization that receives a grant under this subsection shall evaluate the effectiveness of such models and prepare and submit to the Commissioner a report containing the evaluation.

[(e) BARRIERS TO SUCCESSFUL REHABILITATION OUTCOMES FOR MINORITIES.—The Commissioner may award grants to public or nonprofit agencies and organizations—

[(1) to conduct a study to examine the factors that have created barriers to successful rehabilitation outcomes for individuals with disabilities from minority backgrounds, and develop and evaluate policy, research, and training strategies for overcoming the barriers;

[(2) to conduct a study to examine the factors that have created significant underrepresentation of individuals from minority backgrounds in the rehabilitation professions, including such underrepresentation among researchers, and develop and evaluate policy, research, and training strategies for overcoming the underrepresentation; and

[(3) to conduct a study to examine the factors that have created barriers to successful rehabilitation outcomes for individuals with neurological or other related disorders, and examine how the hidden or episodic nature of the disability affects eligibility and the provision of services.

[(f) STUDIES, SPECIAL PROJECTS, AND DEMONSTRATION PROJECTS TO STUDY MANAGEMENT AND SERVICE DELIVERY.—

[(1) GRANTS.—The Commissioner may make grants to public or nonprofit agencies and organizations to pay part or all of the costs of conducting studies, special projects, or demonstration projects relating to the management and service delivery systems of the vocational rehabilitation programs authorized under this Act.

[(2) APPLICATION.—To be eligible to receive a grant under this subsection, an agency or organization shall submit an application to the Commissioner at such time, in such manner, and containing such information as the Commissioner may require.]

* * * * * * *

[(h) NATIONAL COMMISSION ON REHABILITATION SERVICES.—

[(1) ESTABLISHMENT.—

[(A) IN GENERAL.—Subject to the availability of appropriations, there is hereby established a National Commission on Rehabilitation Services (referred to in this section as the "National Commission") for the purpose of studying the nature, quality, and adequacy of vocational rehabilitation, independent living, supported employment, research, training, and other programs authorized under this Act, and submitting to the President and to Congress recommendations that will further the successful employment outcomes, independence, and integration of individuals with disabilities into the workplace and community.

[(B) COMPOSITION.—

[(i) QUALIFICATIONS.—The National Commission shall consist of 15 members who are recognized by knowledge, experience, and education as experts in the field of rehabilitation. At least a majority of the members of the National Commission shall be individuals with disabilities representing a cross-section of individuals with different types of disabilities.

[(ii) APPOINTMENT.—Members of the National Commission shall be appointed as follows:

[(I) PRESIDENTIAL APPOINTEES.—Five members shall be appointed by the President, or, if the President delegates the authority to make the appointment, by the Secretary of Education.

[(II) SENATE APPOINTEES.—Five members shall be appointed by the president pro tempore of the Senate, with the advice and approval of the Majority Leader and Minority Leader of the Senate.

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[(III) HOUSE OF REPRESENTATIVES APPOINTEES.—Five members shall be appointed by the Speaker of the House of Representatives with the advice and approval of the Majority Leader and Minority Leader of the House of Representatives.

[(C) TERM.—Members shall be appointed for the life of the National Commission.

[(D) VACANCIES.—Any vacancy in the National Commission shall not affect its powers, but shall be filled in the same manner as the original appointment.

[(E) CHAIRPERSON.—The National Commission shall select a Chairperson from among its members.

[(F) MEETINGS.—The National Commission shall meet at the call of the Chairperson, but not less often than four times each year.

[(G) QUORUM.—Ten members of the National Commission shall constitute a quorum.

[(H) COMMITTEES.—The Chairperson, upon approval by the National Commission, may establish such committees as the Chairperson determines to be necessary to fulfill the duties of the National Commission.

[(2) DUTIES.—

[(A) STUDIES AND ANALYSES.—The National Commission shall conduct studies and analyses with respect to—

[(i) the effectiveness of vocational rehabilitation and independent living services in enhancing the employment outcomes of individuals with disabilities;

[(ii) the adequacy of research and training activities in fostering innovative approaches that further the employment of individuals with disabilities;

[(iii) the capacity of supported employment and independent living services in promoting the integration of individuals with disabilities into the workplace and community;

[(iv) methods for enhancing access to services authorized under this Act by minorities who are individuals with disabilities and individuals with disabilities who are members of populations that have traditionally been unserved or underserved by programs under this Act that provide such vocational rehabilitation services and independent living services;

[(v) means for enhancing interagency coordination among Federal and State agencies to promote the maximization of employment-related programs, services, and benefits on behalf of individuals with disabilities; and

[(vi) such other issues as the National Commission may identify as relevant to promoting the employment, independence, and integration of individuals with disabilities.

[(B) POLICY ANALYSES.—The National Commission shall conduct policy analyses to—

[(i) develop options for improving fiscal equity in the allotment of grants under section 110;

[(ii) provide guidance on implementing the order of selection described in section 101(a)(5)(A); and

[(iii) address the shortage of rehabilitation professionals.

[(C) REPORTS.—

[(i) INTERIM REPORT.—Not later than January 30, 1995, the National Commission shall prepare and issue a comprehensive interim report to the President, the Committee on Education and Labor of the House of Representatives, and the Committee on Labor and Human Resources of the Senate, containing the results of the studies and analyses described in subparagraphs (A) and (B) and specific recommendations for amendments to this Act needed to promote the provision of comprehensive vocational rehabilitation and independent living services on behalf of individuals with disabilities.

[(ii) FINAL REPORT.—Not later than January 30, 1997, the National Commission shall prepare and issue a comprehensive final report to the President, the Committee on Education and Labor of the House of Representatives, and the Committee on Labor and Human Resources of the Senate, containing the results and recommendations described in clause (i).

[(3) POWERS.—

[(A) HEARINGS.—The National Commission may hold such hearings, sit and act at such times and places, take such testimony, and receive such evidence as the National Commission determines to be necessary to carry out its functions.

[(B) INFORMATION.—

[(i) FEDERAL ENTITIES.—The National Commission may secure directly from any Federal department or agency such information (including statistics) as the National Commission considers necessary to carry out the functions of the National Commission. Upon request of the Chairperson of the National Commission, the head of such department or agency shall furnish such information to the National Commission.

[(ii) OTHER ENTITIES.—The National Commission may secure, directly or by contract or other means, such additional information as the National Commission determines to be necessary from universities, research institutions, foundations, State and local agencies, and other public or private agencies.

[(C) CONSULTATION.—The National Commission is authorized to consult with—

[(i) any organization representing individuals with disabilities;

[(ii) public or private service providers;

[(iii) Federal, State, and local agencies;

[(iv) individual experts;

[(v) institutions of higher education involved in the preparation of vocational rehabilitation services personnel; and

[(vi) such other entities and persons as will aid the National Commission in carrying out its duties.

[(4) COMPENSATION AND TRAVEL EXPENSES.—

[(A) COMPENSATION.—Each member of the National Commission who is not an officer or full-time employee of the Federal Government shall receive a payment of $150 for each day (including travel time) during which the member is engaged in the performance of duties for the National Commission. Members of the National Commission who are officers or full-time employees of the United States shall serve without compensation in addition to compensation received for their services as officers or employees of the United States.

[(B) TRAVEL EXPENSES.—Each member of the National Commission may receive travel expenses, including per diem in lieu of subsistence, as authorized by section 5703 of title 5, United States Code, for employees serving intermittently in the Government service, for each day the member is engaged in the performance of duties away from the home or regular place of business of the member.

[(5) STAFF.—

[(A) APPOINTMENT.—

[(i) STAFF DIRECTOR.—The Chairperson of the National Commission may, without regard to provisions of title 5, United States Code, governing appointments in the competitive service, appoint and terminate a staff director of the National Commission. The employment of the staff director shall be subject to confirmation by the National Commission. The staff director shall be appointed from among individuals who are experienced in the planning, administration, or operation of vocational rehabilitation and independent living services or programs.

[(ii) ADDITIONAL PERSONNEL.—The staff director of the National Commission may, without regard to provisions of title 5, United States Code, governing appointments in the competitive service, appoint and terminate such additional personnel as may be necessary, but not more than ten full-time equivalent positions, to enable the National Commission to carry out its duties.

[(B) COMPENSATION.—The Chairperson of the National Commission may fix the compensation of the staff director, and the staff director may fix the compensation of the additional personnel, without regard to the provisions of chapter 51 and subchapter III of chapter 53 of title 5, United States Code, relating to classification and General Schedule pay rates, except that the rate of pay for the staff director and other personnel may not exceed the rate of pay for level 4 of the Senior Executive Service Schedule under section 5382 of title 5, United States Code.

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[(6) COOPERATION.—The heads of all Federal agencies are, to the extent not prohibited by law, directed to cooperate with the National Commission in carrying out its duties. The National Commission may utilize the services, personnel, information, and facilities of other Federal, State, local, and private agencies with or without reimbursement, upon the consent of the heads of such agencies.

[(7) DETAIL OF GOVERNMENT EMPLOYEES.—Any Federal Government employee may be detailed to the National Commission without reimbursement, and such detail shall be without interruption or loss of civil service status or privilege.

[(8) TERMINATION.—The National Commission shall terminate not later than 90 days following the submission of the final report as described in paragraph (2)(C)(ii).

[(i) MODEL PERSONAL ASSISTANCE SERVICES SYSTEMS.—The Commissioner may award grants to public or nonprofit agencies and organizations to establish model personal assistance services systems and other innovative service programs to maximize the full inclusion and integration into society, employment, independent living, and economic and social self-sufficiency of individuals with disabilities.

[(j) DEMONSTRATION PROJECTS TO UPGRADE WORKER SKILLS.—

[(1) GRANTS.—Consistent with the purposes of section 621, the Commissioner may make grants to partnerships or consortia that include private business concerns or industries to pay for the Federal share of developing and carrying out model demonstration projects for workers with disabilities who need new or upgraded skills to adapt to emerging technologies, work methods, and markets and to ensure that such individuals possess the knowledge and skills necessary to compete in the workplace.

[(2) PERIOD.—Grants made under this subsection shall be for 3-year periods.

[(3) APPLICATION.—Any partnership or consortia desiring to receive a grant under this subsection shall submit an application to the Commissioner at such time, in such manner, and containing such information and assurances as the Commissioner may require, including—

[(A) information identifying at least one member of the partnership or consortium that is a private business concern or industry; and

[(B) assurances that—

[(i) each member of the eligible partnership or consortium will pay a portion of the non-Federal share of the cost of developing and carrying out the project;

[(ii) the partnership or consortium will carry out all of the activities described in subparagraphs (A) through (E) of section 621(a)(2);

[(iii) the partnership or consortium will disseminate information on the model program conducted;

[(iv) the partnership or consortium will utilize, if available, job skill standards established jointly by management and labor to assist in evaluating the job skills of an individual and assessing the skills that are needed for the individual to compete in the workplace;

[(v) the partnership or consortium will prepare and submit an evaluation report containing data specified by the Commissioner at the end of each project year; and

[(vi) the partnership or consortium will take such steps as are necessary to continue the activities of the project after the period for which Federal assistance is sought.

[(4) DEFINITION.—For the purposes of this subsection, the term "workers with disabilities" shall mean individuals with disabilities who are working in competitive employment and who need new or upgraded skills to improve their employment and career advancement opportunities.

[(k) MODEL SYSTEMS REGARDING SEVERE DISABILITIES.—The Commissioner may award grants to public or nonprofit agencies and organizations to establish model systems of comprehensive service delivery to individuals with severe disabilities, other than spinal cord injuries, requiring a multidisciplinary system of providing vocational and other rehabilitation services, where the Commissioner determines that the development of such systems is needed.]

[SEC. 803. TRAINING ACTIVITIES.

[(a) DISTANCE LEARNING THROUGH TELECOMMUNICATIONS.—

[(1) GRANTS.—The Commissioner shall award at least three grants to eligible institutions of higher education, to support the formation of regional partnerships with other public or private entities for the purpose of developing and implementing in-service training programs, including certificate or degree granting programs concerning vocational rehabilitation services and related services, for vocational rehabilitation professionals through the use of telecommunications.

[(2) APPLICATIONS.—Any eligible entity that desires to receive a grant under this subsection shall submit an application at such time, in such manner, and containing such information and assurances as the Commissioner may require, including—

[(A) a detailed explanation of how the applicant will utilize interactive audio, video, and computer technologies between distant locations to provide in-service training programs to the region;

[(B) a description of how the applicant intends to utilize and build upon existing telecommunications networks within the region to be served;

[(C) a copy of all agreements governing the division of functions within the partnership, including an assurance that all States within the region will be served;

[(D) a copy of a binding commitment entered into between the partnership and each entity that is legally permitted to provide, and from which the partnership is to obtain, the telecommunications services and facilities required for the project, that stipulates that if the partnership receives the grant the entity will provide such telecommunications services and facilities in the area to be served within a reasonable time and at a charge that is in accordance with State law;

[(E) a description of the curriculum to be provided, frequency of providing service, and sites of service;

[(F) a description of the need to purchase or lease—

[(i) computer hardware and software;

[(ii) audio and video equipment;

[(iii) telecommunications terminal equipment; or

[(iv) interactive video equipment;

[(G) an assurance that the partnership will use not less than 75 percent of the amount of the grant for instructional curriculum development and programming; and

[(H) a description of the means by which the project will be evaluated.

[(3) AWARD OF GRANTS.—In awarding grants under paragraph (1), the Commissioner shall take into consideration the sparsity of State populations in the region to be served.

[(4) DEFINITIONS.—For the purposes of this subsection:

[(A) ELIGIBLE ENTITY.—The term "eligible entity" means any institution of higher education with demonstrated experience in the area of continuing education for vocational rehabilitation personnel.

[(B) INTERACTIVE VIDEO EQUIPMENT.—The term "interactive video equipment" means equipment used to produce and prepare video and audio signals for transmission between distant locations so that individuals at such locations can see and hear each other, and related equipment.

[(C) REGION.—The term "region" means one of the ten regions served by the Rehabilitation Services Administration.

[(D) REHABILITATION PROFESSIONALS.—The term "rehabilitation professionals" means personnel described in section 301(a)(1).]

* * * * * * *

[(d) TRAINING REGARDING IMPARTIAL HEARING OFFICERS.—The Commissioner may award grants to public or nonprofit agencies and organizations to provide training designed to provide impartial hearing officers with the skills necessary to fairly decide appeals under this Act.

[(e) RECRUITMENT AND RETENTION OF URBAN PERSONNEL.—The Commissioner may award grants to public or nonprofit agencies and organizations to develop and demonstrate innovative methods to attract and retain professionals to serve in urban areas in the rehabilitation of individuals with disabilities, including individuals with severe disabilities.]

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THE STEWART B. MCKINNEY HOMELESS ASSISTANCE ACT

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TITLE VII—EDUCATION, TRAINING, AND COMMUNITY SERVICES PROGRAMS

[Subtitle A—Adult Education for the Homeless

[SEC. 701. STATE LITERACY INITIATIVES.

[(a) GENERAL AUTHORITY.—

[(1) GRANTS.—The Secretary of Education is authorized to make grants to State educational agencies to enable each such agency to implement, either directly or through contracts and grants, a program of literacy training and academic remediation for adult homeless individuals within the State, which program shall—

[(A) include outreach activities; and

[(B) be coordinated with other agencies or organizations, such as community-based organizations, nonprofit literacy-action organizations, and recipients of funds under the Adult Education Act, title II of the Job Training Partnership Act, the Youth Fair Chance program under part H of title IV of the Job Training Partnership Act, the Volunteers in Service to America program under part A of title I of the Domestic Volunteer Service Act of 1973, part C of this title, or the Job Opportunity and Basic Skills program under part F of title IV of the Social Security Act.

[(2) ESTIMATES AND AMOUNTS.—The Secretary of Education, in awarding grants under this section, shall give special consideration to the estimates submitted in the application submitted under subsection (b) and make such awards in whatever amounts such Secretary determines will best serve the purposes of this section.

[(b) APPLICATION.—Each State educational agency desiring to receive a grant under this section shall submit to the Secretary of Education an application at such time, in such manner, and containing such information as the Secretary may reasonably require. Each such application shall include an estimate of the number of homeless individuals in the State and the number of such individuals expected to be served.

[(c) AUTHORIZATION OF APPROPRIATIONS.—For the purpose of carrying out the adult literacy training and academic remediation programs authorized by this section, there are authorized to be appropriated such sums as may be necessary for each of the fiscal years 1995 through 1999.

[(d) DEFINITION.—As used in this section, the term "State" means each of the 50 States, the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and Palau (until the effective date of the Compact of Free Association with the Government of Palau).]

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TECHNOLOGY-RELATED ASSISTANCE FOR INDIVIDUALS WITH DISABILITIES ACT OF 1988

* * * * * * *

TITLE II—PROGRAMS OF NATIONAL SIGNIFICANCE

* * * * * * *

[Subtitle B—Training and Demonstration Projects

[SEC. 211. TRAINING.

[(a) TECHNOLOGY TRAINING.—

[(1) GENERAL AUTHORITY.—The Secretary shall make grants to, or enter into contracts or cooperative agreements with, appropriate public or private agencies and organizations, including institutions of higher education and community-based organizations, for the purposes of—

[(A) conducting training sessions;

[(B) developing, demonstrating, disseminating, and evaluating curricula, materials, and methods used to train individuals regarding the provision of technology-related assistance, to enhance opportunities for independence, productivity, and inclusion of individuals with disabilities; and

[(C) providing training to develop awareness, skills, and competencies of service providers, consumers, and volunteers, who are located in rural areas, to increase the availability of technology-related assistance in community-based settings for rural residents who are individuals with disabilities.

[(2) ELIGIBLE ACTIVITIES.—Activities conducted under grants, contracts, or cooperative agreements described in paragraph (1) may address the training needs of individuals with disabilities and their family members, guardians, advocates, and authorized representatives, individuals who work for public agencies, or for private entities (including insurers), that have contact with individuals with disabilities, educators and related services personnel, technology experts (including engineers), employers, and other appropriate individuals.

[(3) USES OF FUNDS.—An agency or organization that receives a grant or enters into a contract or cooperative agreement under paragraph (1) may use amounts made available through the grant, contract, or agreement to—

[(A) pay for a portion of the cost of courses of training or study related to technology-related assistance; and

[(B) establish and maintain scholarships related to such courses of training or study, with such stipends and allowances as the Secretary may determine to be appropriate.

[(4) APPLICATION.—

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[(A) IN GENERAL.—To be eligible to receive a grant or enter into a contract or cooperative agreement under paragraph (1), an agency or organization shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.

[(B) STRATEGIES.—At a minimum, any such application shall include a detailed description of the strategies that the agency or organization will use to recruit and train persons to provide technology-related assistance, in order to—

[(i) increase the extent to which such persons reflect the diverse populations of the United States; and

[(ii) increase the number of individuals with disabilities, and individuals who are members of minority groups, who are available to provide such assistance.

[(5) PRIORITIES.—

[(A) IN GENERAL.—Beginning in fiscal year 1994, the Secretary shall—

[(i) establish priorities for activities carried out with assistance under this subsection;

[(ii) publish such priorities in the Federal Register for the purpose of receiving public comment; and

[(iii) publish such priorities in the Federal Register in final form not later than the date on which the Secretary publishes announcements for assistance provided under this subsection.

[(B) EXPLANATION OF DETERMINATION OF PRIORITIES.—Concurrent with the publications required by subparagraph (A), the Secretary shall publish in the Federal Register an explanation of the manner in which the priorities were determined.

[(b) TECHNOLOGY CAREERS.—

[(1) IN GENERAL.—

[(A) GRANTS.—The Secretary shall make grants to assist public or private agencies and organizations, including institutions of higher education, to prepare students and faculty working in specific fields for careers relating to the provision of assistive technology devices and assistive technology services.

[(B) FIELDS.—The specific fields described in subparagraph (A) may include—

[(i) engineering;

[(ii) industrial technology;

[(iii) computer science;

[(iv) communication disorders;

[(v) special education and related services;

[(vi) rehabilitation; and

[(vii) social work.

[(2) PRIORITY.—In awarding grants under paragraph (1), the Secretary shall give priority to the interdisciplinary preparation of personnel who provide or who will provide technical assistance, who administer programs, or who prepare other personnel, in order to—

[(A) support the development and implementation of consumer-responsive comprehensive statewide programs of technology-related assistance to individuals with disabilities; and

[(B) enhance the skills and competencies of individuals involved in the provision of technology-related assistance, including assistive technology devices and assistive technology services, to individuals with disabilities.

[(3) USES OF FUNDS.—An agency or organization that receives a grant under paragraph (1) may use amounts made available through the grant to—

[(A) pay for a portion of the cost of courses of training or study related to technology-related assistance; and

[(B) establish and maintain scholarships related to such courses of training or study, with such stipends and allowances as the Secretary may determine to be appropriate.

[(4) APPLICATION.—

[(A) IN GENERAL.—To be eligible to receive a grant under this section, an agency or organization shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.

[(B) STRATEGIES.—At a minimum, any such application shall include a detailed description of the strategies that the agency or organization will use to recruit and train persons to provide technology-related assistance, in order to—

[(i) increase the extent to which such persons reflect the diverse populations of the United States; and

[(ii) increase the number of individuals with disabilities, and individuals who are members of minority groups, who are available to provide such assistance.

[(c) GRANTS TO HISTORICALLY BLACK COLLEGES.—In exercising the authority granted in subsections (a) and (b), the Secretary shall reserve an adequate amount for grants to historically black colleges and universities and other institutions of higher education whose minority student enrollment is at least 50 percent.

[SEC. 212. TECHNOLOGY TRANSFER.

[The Secretary shall enter into an agreement with an organization whose primary function is to promote technology transfer from, and cooperation among, Federal laboratories (as defined in section 4(6) of the Stevenson-Wydler Technology Innovation Act of 1980 (15 U.S.C. 3703(6))), under which funds shall be provided to promote technology transfer that will spur the development of assistive technology devices.

[SEC. 213. DEVICE AND EQUIPMENT REDISTRIBUTION INFORMATION SYSTEMS AND RECYCLING CENTERS.

[(a) IN GENERAL.—The Secretary shall make grants to, or enter into contracts or cooperative agreements with, public agencies, private entities, or institutions of higher education for the purpose of developing and establishing recycling projects.

[(b) PROJECT ACTIVITIES.—Such recycling projects may include—

[(1) a system for accepting, on an unconditional gift basis, assistive technology devices, including a process for valuing the devices and evaluating their use and potential;

[(2) a system for storing and caring for such devices;

[(3) an information system (including computer databases) by which local educational agencies, rehabilitation entities, local community-based organizations, independent living centers, and other entities, would be informed, on a periodic and timely basis, about the availability and nature of the devices currently held; and

[(4) a system that makes such devices available to consumers and the entities listed in paragraph (3), and provides for tracking each device throughout the useful life of the device.

[(c) Multiple Providers.—

[(1) In general.—With respect to activities funded under this section, an agency, entity, or institution may utilize a single service provider or may establish a system of service providers.

[(2) Assurances.—If an agency, entity, or institution uses multiple providers, the agency, entity, or institution shall assure that—

[(A) all consumers within a State will receive equal access to services, regardless of the geographic location or socioeconomic status of the consumers; and

[(B) all activities of the providers will be coordinated and monitored by the agency, entity, or institution.

[(d) Other Laws.—Nothing in this section shall affect the provision of services or devices pursuant to title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.) or part B of the Individuals with Disabilities Education Act (20 U.S.C. 1411 et seq.).

[(e) Existing Programs.—Public agencies, private entities, or institutions of higher education that have established recycling programs prior to receiving assistance under this section may use funds made available under this section to extend and strengthen such programs through grants, contracts, or agreements under this section.

[SEC. 214. BUSINESS OPPORTUNITIES FOR INDIVIDUALS WITH DISABILITIES.

[The Secretary may make grants to individuals with disabilities to enable the individuals to establish or operate commercial or other enterprises that develop or market assistive technology devices or assistive technology services.

[SEC. 215. PRODUCTS OF UNIVERSAL DESIGN.

[The Secretary may make grants to commercial or other enterprises and institutions of higher education for the research and development of products of universal design. In awarding such grants, the Secretary shall give preference to enterprises that are owned or operated by individuals with disabilities.

[SEC. 216. GOVERNING STANDARDS FOR ACTIVITIES.

[Persons and entities that carry out activities pursuant to this subtitle shall—

[(1) be held to the same consumer-responsive standards as the persons and entities carrying out programs under title I;

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[(2) make available to individuals with disabilities and their family members, guardians, advocates, and authorized representatives information concerning technology-related assistance in a form that will allow such individuals with disabilities to effectively use such information;

[(3) in preparing such information for dissemination, consider the media-related needs of individuals with disabilities who have sensory and cognitive limitations and consider the use of auditory materials, including audio cassettes, visual materials, including video cassettes and video discs, and braille materials; and

[(4) coordinate their efforts with the consumer-responsive comprehensive statewide program of technology-related assistance for individuals with disabilities in any State in which the activities are carried out.]

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NATIONAL LITERACY ACT OF 1991

TITLE III—INVESTMENT IN LITERACY

* * * * * * *

[SEC. 304. FAMILY LITERACY PUBLIC BROADCASTING PROGRAM.

[(a) PROGRAM AUTHORIZED.—(1) The Secretary is authorized, subject to the availability of appropriations, to enter into a contract with the Corporation for Public Broadcasting to arrange for the production and dissemination of family literacy programming and accompanying materials which would assist parents in improving family literacy skills and language development. In producing and developing such programming, the Corporation for Public Broadcasting shall work in cooperation with local public broadcasting stations to avoid duplication of efforts.

[(2) After the program described in paragraph (1) is produced, the Corporation for Public Broadcasting shall arrange to have audio and video instructional media materials for distribution at sites chosen from among—

[(A) State and local libraries operating literacy programs, and

[(B) nonprofit entities serving hard-to-serve populations as defined in section 304(b)(2), including community-based organizations, volunteer organizations and other nongovernmental entities.

[(3) The audio and video instructional media materials described in paragraph (2) shall be used at sites described in paragraph (2), and on a loan basis, distributed to families.

[(4) One year after distribution of the audio and video instructional media materials, the Corporation for Public Broadcasting shall report to the Congress on the distribution and use of the audio and video instructional media materials produced pursuant to this subsection and such audio and video instructional media materials' contribution in promoting literacy.

[(b) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated $2,000,000 for fiscal year 1992 to carry out the provisions of subsection (i), of which $100,000 shall be reserved for reproducing and distributing programming or audio and video instructional media materials.]

MINORITY VIEWS

We commend President Clinton for his leadership on children's literacy and his recognition of the need to involve community-based organizations and volunteers in the goal of increased literacy for children. The President's "America Reads" legislation calls for the expansion of community partnerships among schools, libraries, community organizations, and businesses to supplement classroom instruction in reading. The bill provides additional literacy assistance to children after school, on weekends, and during the summer with the goal of ensuring that all children can read independently by the end of the third grade.

On May 1, 1997, the President's bill was introduced by Representatives Clay, Martinez, Miller, and thirty-seven other House Democrats. Shortly after the introduction of the America Reads legislation, the President and Congressional Leaders including in the budget agreement funding of $260 million for a literacy initiative consistent with the "goals and concepts" of the President's America Reads initiative.

By combining America Reads with the Majority's initiatives, we have produced a bill that will positively impact the efforts of our country's educators to teach children to read. This legislation, through both efforts to improve professional development of teachers in reading and the utilization of community-based organizations in mobilizing volunteer tutors, will ensure that children read independently by the end of the third grade.

Before we can offer unqualified support for this bill, however, our concerns regarding Tutorial Assistance Grants (TAG grants) must be resolved. Under the bill, state literacy partnerships would be required to distribute funds to local education agencies (LEAs) that have schools in empowerment zones or enterprise communities. In the event that a State has no areas with such designation, state literacy partnerships would distribute funds to LEAs which have at least one school designated for "school improvement." LEAs that receive these grants would be required to create a list of tutorial assistance providers from which parents could then select.

We are concerned that this provision lacks accountability for both academic results and the expenditure of Federal dollars. The money that would flow to school districts under this proposal would cause a great of political pressure to put an unqualified provider on the list, regardless of provisions of the bill that require experience in providing tutorial assistance based on reliable, replicable research. This dynamic would clearly lead to a large and completely arbitrary list of providers being developed—further complicating the process parents would have to maneuver to ensure that their children get the help they need.

In addition, we are concerned that these TAG grants are largely unconnected with the activities and purposes of the rest of the bill.

Under the larger local reading improvement subgrant, funds would be provided to LEAs, which in turn would use funding primarily to provide professional development, family literacy programs, assistance to children not ready to transition to the 1st grade, and additional support for students during non-instructional time (before and after school, on weekends, and during the summer). All of these activities closely connect the learning experiences of children with the school and the instructional methods used in the school. By contrast, the TAG grants would utilize non-school providers that may employ reading strategies inconsistent with the school.

We note that an analysis prepared by the Department of Education shows the provision of tutorial assistance under the bill to be nearly four times the cost of similar assistance under the larger local reading improvement subgrant. The Department estimated that it would cost $2,150 per child to provide tutoring to children under the tutorial assistance grant structure, but only $593 per child under the larger local reading improvement subgrant. We cannot support such an expensive, uncoordinated approach to reading assistance.

Because of these concerns, Representative Martinez offered an amendment at the markup to strike the tutorial assistance grant provision from the bill. In the interests of recognizing the policy goals of the Majority, Representative Martinez proposed that Democrats and Republicans reach a mutually agreeable resolution to their differences on this issue prior to floor consideration of the bill. At the markup, the following comments represented the agreement between Mr. Martinez and Chairman Goodling:

> Mr. MARTINEZ. Before we go to the next amendment * * * Am I to understand that we will come to some kind of mutual agreement [on TAG grants] before we come to the floor with this?
>
> Chairman GOODLING. Right, you are to understand that.

In addition to the Martinez amendment, the Committee adopted an amendment offered by Representative Payne. This amendment replaced the joint Peer Review/Secretarial and State evaluations of the programs funded by this Act with one less costly and more effective national evaluation. While the subsequent Riggs amendment restored the State evaluation section from the original bill, the national evaluation provisions of the Payne amendment remain, ensuring that the Secretary will have the ability to conduct unilaterally evaluations of programs funded under this Act.

Despite the acceptance of this Riggs amendment, we are still concerned about the duplicative impact of both State and National evaluations and will work to resolve these differences.

We also commend Representative Kildee for the two amendments which he offered to improve the role of libraries in this legislation. These amendments, which allow library representatives as optional participants on the State reading and literacy partnerships, and give priority status to applications which demonstrate a contractual association with one or more public libraries, both passed the Committee by voice vote.

We are committed to ensuring that the tutorial assistance grant provision is reflective of both our policy objectives and those of the

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Majority. With the modification of the TAG grant provision, this bill will give parents, teachers, students, and educators a powerful new tool to enhance reading achievement.

William L. Clay.
Dale E. Kildee.
Major R. Owens.
Patsy T. Mink.
Tim Roemer.
Lynn Woolsey.
Chaka Fattah.
Ron Kind.
Harold Ford, Jr.
George Miller.
Matthew G. Martinez.
Donald M. Payne.
Robert E. Andrews.
Bobby Scott.
Carlos Romero-Barceló.
Rubén Hinojosa.
John F. Tierney.
Loretta Sanchez.

DISSENTING VIEW

Congress is considering creating yet another unconstitutional, ineffective federal education program by passing the Reading Excellence Act (H.R. 2614). The supporters of this bill claim that by passing the Reading Excellence Act, the federal government will "enable every child to learn to read." Now this is certainly a noble goal, but before Congress creates yet another federal program, perhaps we should consider that over the past sixty years Congress has created a plethora of social programs—each one promising to bring an end to some social ill. These programs have not only failed to create the promised utopia but, in many cases, worsened the very problems they were created to solve.

Nowhere is the federal government's failure to improve the lives of the American people through the welfare state more dramatically illustrated than in education. In 1963, when federal spending on education was less than nine hundred thousand dollars, the average Scholastic Achievement Test (SAT) score was approximately 980. Thirty years later, when federal education spending ballooned to 19 billion dollars, the average SAT scores fell to 902. Furthermore, according to the National Assessment of Educational Progress (NAEP) 1992 Survey, only 37% of America's 12th graders were actually able to read at a 12th grade level.

Despite this history of failed federal programs, Congress is once again planning to solve a social problem through an increase in federal power. It is ironic that the reason we are considering this bill is because the budget agreement, which was supposed to end "the era of big government," calls for the creation of a federal literacy program. Obviously, the budget deal does not end big government, but preserves and expands unconstitutional nanny-state-interference in areas where government has neither legitimacy nor competence.

Rather than returning money and authority to the states and the people, commensurate with the 10th amendment, this bill, creates another complex bureaucratic process, laden with rules, regulations and state mandates. Under this bill, states receiving a literacy grant must establish a Reading and Literacy Partnership, the makeup of which is dictated by the federal government. The partnership must then apply for a grant to the Secretary of Education, explaining how they would comply with all of the bill's mandates. The grants are then approved by a Peer Review Panel, a group of "experts" chosen by the National Institute for Literacy and other federally-funded organizations. States receiving grants under this program would then have to distribute those grants to Local Education Agencies (LEAs), who submit a plan to the States' Reading and Literacy Partnership. Among the information that states would be required to submit is a description of how subgrants made by the partnership would achieve the goals of the Act, a description

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of how the partnership would evaluate subgrantees, and a description of how states will guarantee that a portion of the funds will be used to provide tutorial assistance grants.

Those receiving federal literacy funds may only use them for federally-defined purposes. Thus, this legislation creates another bureaucratized program rooted in pseudo-federalism, whereby states have the right to spend money on federally-defined goals and within the limitations set by Congress—provided, of course, they jump through all the Congressionally-constructed federal hoops.

Recipients of federal literacy funds must base their programs on "reliable, replicable research," defined as research meeting scientific standards of peer-review. While none question the value of research into various educational methodologies it is doubtful that the best way to teach reading can be totally determined through laboratory experiments. Learning to read is a complex process, involving many variables, not the least of which are the skills and abilities of the individual child. Many effective techniques may not be readily supported by "reliable, replicable research." Therefore, this program may end up preventing the use of many effective means of reading instruction. The requirement that recipients of federal funds use only those reading techniques based on "reliable, replicable research," which in practice means those methods approved by the federally-funded "experts" on the Peer Review Panel, ensures that a limited number of reading methodologies will, in essence, be "stamped with federal approval."

Furthermore, this bill mandates that schools participating in the federal literacy programs must make available to parents assurance of teacher qualifications. It is probably a good idea that local schools make this information available to parents, but it is not the role of the federal government to dictate local schools implement everything we in Congress think is a good idea. In addition, this provision seems to have been motivated by a desire to start Congress down the road to establishing a national system to certify teachers.

Due to the unfortunate influence of the federal government, the teaching methodologies funded under this program will become the methodologies used in every classroom in the nation. Thus, this bill represents another step toward imposing a national curriculum. Supporters of this bill will respond that the federal government is merely encouraging the use of sound instructional techniques. Setting aside the question of whether or not techniques based on "reliable, replicable research" can really lead one to discover the best means of educating children, the Constitution prohibits the federal government from any interference in the methodologies by which children are educated. The Constitutional prohibition on federal interference in education contains no exception for techniques based on "reliable, replicable, research."

Another indication that this bill will move America toward a national curriculum is that the bill creates a federal definition of reading, thus making compliance with federal standards the goal of education.

Furthermore, the Reading Excellence Act requires each grantee to evaluate the success of their programs. Of course, the most effective way to evaluate the success of the various literacy projects reviewing federal funds is to administer a uniform test to the students participating in those programs. Thus, despite the overwhelming congressional rejection of national testing just last month, Congress is now considering authorizing the creation of a de facto national reading exam.

Another reason to oppose this bill is that it increases federal support for so-called "family literacy services." One of the hallmarks of totalitarianism is state-control of child rearing. Despite the language that participation in these programs is "voluntary," these programs enable government-funded social workers to subtly coerce parents to cede control of their child to the state.

In conclusion, the Reading Excellence Act represents another unconstitutional intrusion on the rights of states, local communities, and parents to educate children free from federal interference. It also takes several large steps down the dangerous road toward a national curriculum. Therefore, Congress should reject this bill, and instead support measures such as educational tax credits that will empower parents to provide effective literacy instruction for their children.

Ron Paul.

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